

IMPACT OF PARENTAL ACCEPTANCE-REJECTION ON PERSONALITY OF CHILDREN

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DECLARATION

I, Nidhi Sharma, a candidate of Ph.D. Degree of Bundelkhand University, Jhansi, declare that the thesis entitled "**IMPACT OF PARENTAL ACCEPTANCE - REJECTION ON PERSONALITY OF CHILDREN**" is my own original work. I have put more than 200 days of attendance with my supervisor for the purpose of guidance. The thesis is also satisfactory from the language point of view as well as the presentation of subject matter.

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CERTIFICATE

This is to certify that the work entitled "**IMPACT OF PARENTAL ACCEPTANCE - REJECTION ON PERSONALITY OF CHILDREN**" is a piece of research work done by Nidhi Sharma under by guidance and supervision for the degree of Ph.D. in Psychology . The candidate has put in an attendance of more than 200 days with me.

To the best of my knowledge and belief the thesis embodies the work of the candidate herself and is upto the standard both in respect of contents and language.


09/02/2002
(Dr. N.K. Nagaich)

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PREFACE

Acceptance - Rejection and development of personality study, behaviour , observations (BOs) are designed to assess the quality of the relation between parents and children in terms of acceptance and rejection and to assess the presence and intensity of seven behavioural dispositions of children described by Rohner (1975, 1980) in his hand book, viz. Aggression, Dependency , Self-esteem , Self-adequacy, Emotional (Unresponsiveness), Emotional Instability and Negative World View. Its is recognised of course, that BOs are more effective method for assessing some behavioural dispositions than others, In general, aggressive and dependency behaviour of children seem to be the most easily and frequently observed in BOs with signs of Emotional unresponsiveness and Emotional instability following next, Self-esteem, Self-adequacy and Negative World View are not easily directly.

Parental acceptance-rejection is significantly associated with the Psycho-social functioning of human every where.

It is suggested, that, logically, psychologically and empirically homogeneous scale attitudes towards child rearing will be useful for investigation theories on the influence of maternal attitudes upon development of the child. Thus in the present study it have been tried to unearth how child-rearing practices influence the personality of children with special reference to parental acceptance and rejection.

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CHAPTER - 1

THE PROBLEM : THEORITICAL PERSPECTIVE

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INTRODUCTION

Proper bring up of children is recognise as a serious responsibility in society and the world today. Improvment in child care and child education can transform society for the better.

To a mother or a father, no other type of work can yield deeper satisfaction in life than child rearing. Surely, the understanding of psychology of infancy , childhood and adolescence is considered very vital worldwide.

The child comes in the world as a leader and delicate culture. It therefore , need some one who can nourish it with deligence and love and protect him for all harm. A mother can do thus in the best manner.

The plasticity of human behaviour and, consequently development during the period of infancy and childhood affords only a tremendous of opportunity to parents and educator but also a weighty responsibility. The period of infancy, from birth to about the age of three year is considered to be the most significant period of life. It is a formative period - a period of learning and habit formation . Habit and traits of chatracter formed at this age have a profound effect on the future of the child. "The twig is bent , so is the tree inclined". The good or the bad influence that operates in one's childhood makes a man good or bad in later life.

Parental influences probably outweigh the effect of all other environment impacts, in determining the fundamental organisation of children's behaviour. Children whose home combine warmth and democratic procedures tend to develop into socially competent resourceful friendly, active and appropriately aggressive individuals. Where parents encourage self-confidence, independence and mastery in social and academic situations, the children are likely to show self-reliance, creativity, goal-oriented and responsible behaviour; where parents fail to foster independence, permissiveness often self-indulgent children with little impulse control and low academic standards.

Child Rearing

Bearing and rearing children is an age-old behaviour in all societies in the world. At the lowest level of essential it confines to keeping the young child alive by feeding and keeping him warm so that the potential maturity of the body structure and its functioning unfolds. At ideal level it relates to bring up the child in a manner that makes him an ideal person in his present society with potentialities modify and remain so even in his future society.

During the early days of life growth and development of the child which mainly relates to his physical needs such as food warmth, sleep etc. are common to all children. However, the manner in which they are satisfied differ from culture to culture, society to society within the same culture, family to family and even person to person in the same family. In reality the child's early growth takes place in the family - a limited group which is considered to be the basic unit of the society through which the pattern of living is transmitted from one generation to the next. Thus individual differences are built in

bringing up children, besides genetic differences.

The procedure followed in taking care of children, making them learn the simple behaviours, such as pattern of food taking, sleeping, etc. and helping them to get them established as habits of life by the person or persons responsible for the child are described as their child rearing practices. This is usually symbolised by the mother's child rearing practice as she is the main responsible person in the process of bringing up children.

Psychologically, child rearing practices are not only the procedures of supplying the material and basic needs of the child but it is a continuous flow of interaction between the growing child and the caring adult or elderly child. Naturally, the child rearing practices of the mother do not only influence his immediate physical growth and functional development but also his emotional and cognitive reactions in various social and non-social situations through the child is constantly passing. In fact, the foundations of the child's constantly passing. In fact the foundations of the child's future attitude towards society and life are laid down through the personal experience the child gets while interacting with the surrounding animate and inanimate world. The surrounding world of the child is manipulate and controlled according to the mother's child rearing practices. Thus, child rearing practices of the mother seem to be of great significance in the child welfare.

Child rearing practices which are very important in bringing up children are mainly determined by the traditions existing in the particular society. There is practically no information about the details of what is transmitted to the child and how does it take place as far as Indian culture are concerned.

All child rearing practices have a tone of emotional relationship. Any

thing done with the child or to the child by the care-taker arouses the reciprocated feelings of affection, liking, Indifference, dislike etc. as the case may be . This leads to the general feeling of security or insecurity, feeling of being wanted or unwanted and self-confidence or defence. Represented arousals of negative or positive feelings in the child are likely to develop in the child similar attitudes towards others, the outside world in general and may be even to himself.

Thus the child rearing practices play a significant role in giving final shape to the child's physical fitness. Emotional stability , learning skills and cognitive urge. Most of the learning from child rearing practice is by repeated limitation of the adult or the care-taker and repeated personal experiences of pleasure or displeasure, satisfaction or dissatisfaction , feeling of achievement or frustration.

Childhood is sweeter than any other period. Innocence dwells with the innocent children. How can the parents afford to neglect the innocent creatures who are fresh and freshening noble and enobling. Children fade away at a server touch, they sit sadly at rough and gruff voice, their personalities get disfigured at constant scolding, merciless beating and directly demoralisation both at home and school .

Of all human relations influencing a child's development, the personality of the mother and her characteristic style of interacting with the child is of central importance. The mother-child-relationship is most crucial and this relation develops through the specific attitude the mother has towards the child. Many subsequent behaviours displayed by a child can be traced back to the child's early interaction with the mother, which in effecte, is affected

considerably by her own child-rearing experience, her relationship and attitude towards her husband, career, social life and her conception of the role of a mother.

The role of a mother involves more than a succession of separate acts. It is generally believed that the best nurture for a child is provided (1) in the home, (2) primarily by the mother's affection, (3) in an intact family consisting of an unseparated father and mother, (4) providing continuity in the child's upbringing, (5) in an atmosphere of living acceptance.

In her treatises on psychology of women, Helen Deutsch makes a distinction between a biological mother and a psychological mother. "Psychological Mother must be able to bestow affection, appreciate and respect a child as a companion recognise and make allowances for the kind of childishness as youngster manifests because he is still a child, and allow a child to learn on her for support while not fostering dependency. A psychological mother tries (as far as she can), to understand before she passes judgement or punishes the child.

Some mothers view their child as a possession or an accomplishment and try to realise in it their own unfulfilled ambitions, while others have never grown up themselves. They dislike the responsibility of having children and childishly compete with the child for the affection of some other member of the family. Some mothers may have experienced so little love and caring themselves that they find it difficult to give affection to their child. Other mothers, because of either economic or family problems may be too tired or discouraged to be responsive to the child.

The importance of father's role in child care is being increasingly

recognised. Many writers lament the modern father's lack of contact with his children. The father influences his children's behaviour in a variety of direct ways. He determines to a large degree, the personal - social values on which the family life is based. Father's behaviour and attitudes are just as important as the mother's in fostering patterns of maladjustment in the child.

It is the duty of the parents to see that their child grows into a well adjusted and balanced personality. They must find time, in this reathless world, to supervise his day to day progress, as to what he studies, how he spends his betsure, what company of friends he moves in and whether he does his work regularly or not. But too much check on him may make him dependent on others. What is required is an affectionate control on his activities by the parents. The more gifted a child, the more he needs wise parents. Some one has rightly said that "One father is more than a hundred school masters"

Future to a child always rich with promise. And this future is built only in the educational institutions where he learns to be a dreamer and schemer, where he learns to distinguish a horse from an ass. A teacher is a second parent who can provide in the school healthy conditions for the child's mental growth. Both the teachers and the parent put in their sincere efforts to see the children under their guidance embark on any task with courage and enthusiasm.

PERSONALITY: THE CONCEPT

Personality in a broad and comprehensive concept covering the organization of an individual's predispositions of behaviour and his unique

adjustment to his environment. Personal characteristics (or traits), emotions, motivations, values , goals and way of perceiving are all aspects of personality structure.

The word personality has been derived from a Greek term "Persona", which means "Mask". So personality used to mean the out world appearance of a person. Later on it come to account for real nature of a man. The word personality is used in a very wide sense. It denotes real as well as phenomenal nature of a person. It implies the organisation and pattern of every thing which an individual possess.

Considering the problem of defining personality Stranger (1948), has classified the usual definition under three heads :

- 1- Definition that describe personality as stimulus
- 2- Definition that emphasize the responsive aspect of personality and
- 3- Definition which consider personality as an intervening variable.

Some psychologists define personality in term of its stimulus value, that is the effect one has over others. Such a definition lacks logical precision and marks quantitative measurement of personality traits difficult. Some psychologists have defined personality as a response, that is, an individuals characteristic reactions with respect to some stimulus. But this type of definition create problem in research. It is not necessary that a person faced with the same stimulus on two different occasions will respond in the same way. Further, two person may respond to a stimulus in identical way for quit different reasons. A third common criticism of these definitions have been that they are likely to emphasize superficial aspect of personals. It is therefore, said that a distinction should be made between apparent and real or inner

personality. According to third type of definition, personality is an intervening variables. It is now an accepted fact is that any response is a function of both the stimulus and the organism. There are certain intervening variables between the stimulus and response which affect the nature of the final behaviour. These intervening variables are the features of the individuals personality like intelligence, motives and his past experience.

Thus the term "personality" is not easily defined. In fact its precise meaning varies considerably from theory to theory. After a through review of the many different notions of personality offered by theologians, philosophers, poets, sociologists, and psychologists, Allport concluded that adequate synthesis of existing definitions might be expressed in the phrase, "What a man really is". Allport again asserted that "Personality is something and does something -----it is what lies behind specific acts and within the individual. In Allport's system, personality is alive well and functioning, "what is the nature of this something", Allport answered by offering a precise definition of personality.

"Personality is the dynamic organization within the individual of those psychophysical system that determine his unique adjustment to his environment." (1937, P. 48).

Certain aspect of this definition merits special emphasis. The phrase-

- i- **Dynamic Organization** emphasises the fact that personality is constantly developing and changing, although at the same time there is an organisation or system that binds together and relates the various components of personality

- ii- **Psychophysical** reminds that the personality is neither exclusively mental or exclusively neural.
- iii- **The Organisation** entails the operation of both body and mind, Inextricably fused in to a personality unity.
- iv- **Determine** makes clear that personality is made up of determining tendencies that play an active role in the individual's behaviour.

In 1969, Allport slightly modified this definition. He included the term "character behaviour and thought" in place of "unique adjustment to his environment". The phrase behaviour and thought is a blanket designed to cover everything the person does. Allport believed that personality may express itself in some ways in virtually all reliable human actions.

Generally, the term personality and character have often been used interchangeably, Allport shows that traditionally the word character has implied some coders of behaviour in terms of which individuals or their acts are appraised. Thus in describing an individual's character the word "good" or "bad" is often emphasized. In this way character is an ethical concept and "character may define as personality evaluated, personality as character devaluated"

Thus personality is not merely a construct of the observer, nor is it something that exists only when there is another person to react to it. Far from this, personality has a real existence involving neural or physiological concomitants.

Personality Type

The twentieth century can be called, the age of anxiety. Modern man's path to happiness is not an easy one. It is beset by seemingly endless personal and social problems. On every side we see anxious, unhappy, bewildered people who are missing the fulfilment of their best potential because they can not achieve a satisfactory adjustment to problems that seem just too great. Instead of smooth and effective functioning we see widespread symptoms of personality maladjustment.

Recent researches in the field of psychology, specially in the area of stress-related physical disorders have tried to link specific disorders with specific personality type-A, psycho dynamic approach or specific attitude towards life.

Type-A personality :- Dunbar (1935) found on the basis of interviews that type-A individuals are self punitive, frustrated, helpless and hungry for affection. The type-A individual has an intense and competitive drive for achievement and advancement, an exaggerated sense of urgency of bashing time, of need to hurry; and considerable aggressiveness and hostility towards others. Type-A persons are over committed to their work, often attempt to carry on two activities at once and believes that to get something done well they must do it themselves. They cannot abide waiting in lines. They play every game to win even when their opponent are children. They are impatient and hostile. Fast thinking, fast talking and abrupt in gesture, they often giggle their knee, tap their fingers, and blink rapidly, too busy to notice their surroundings or to be interested in things of beauty, they tabulate success in life in numbers of articles written, projects under way and material goods acquired.

The **Type-A** pattern can be observed in any person who is aggressively involved in a chronic incessant struggle to achieve more and more in less and less time and if required to do so against the apposing efforts of other things or other persons. The overt manifestation of this struggle include explosive accelerated speech a heightened pace of living impatience with slowness concent rating or more than one activity at a time, self preoccupation dissatisfaction with life, evaluation of the worthiness of one's activities in term of numbers, a tendency to challenge and complete with others even in non-competitive situation and a free floating hostility. The major factor or "core" elements of the behaviour pattern are extremes of aggressiveness, easily aroused hostility, a sense of time urgency and competitive achievement striving. (Mathews 1982, P-293).

Type-B Personality - In contrast lacks these characteristic well work hard and have considerable drive but they fell no pressing conflict with people or time. Emotions, anger and hostility play and important role in the type-B person. Such people experience strong stress reaction in the high pressure environments in which in deed it is almost as if they are addicted to them the people at high risk of heart related illness and death. It also given them the drive to do particularly well in certain kind of work.

Type A and B individuals have been reliably identified means of structured interview (Rosenman, 1964) in which questions are asked about the intensity of ambitions, competitiveness the urgency of dead lines and hostility.

HOME ENVIRONMENT AND PERSONALITY

The home is the nursery of all virtues, says Robbins(1910). Many human needs can be satisfied in the home. To feel needed, to be appreciated to be loved, a warm family relationship can fill these longings in a wonderful way. It can produce an atmosphere of understanding and compassion. It is in the home that the child first encounters the experiences which are to determine where he will be characterised by feelings of personal security and of being warmly accepted. It is also in the home that the child meets the situations, which determine the extent of his sense of personal adequacy.

A good home is said to be one in which the child is given the fullest opportunity for self expression within the limits of parental acceptance and supervision when the home atmosphere is tense with parental discord the child is frequently torn between loyalty to father and mother. He may learn to use one parent against the other or one parent may use the child in a similar manner.

Modern dynamic psychology lays heavy emphasis on the socialisation process, the process by which an individual grows from a dependent infant into an independent and dependable adult. There is accumulating evidence that all manner of behaviour deviations can be often accounted for by the subtleties of home relationship. Much of the phenomenology of behaviour disorders and personality deviations can be linked directly with motivation resulting from the parents' attitudes toward their children.

In the first phase of infant's life after birth, it is clearly recognised that

the mother is the prime parent. The first source of nutrition as well as child's security, comfort and survival depend upon the mother's care. Thus the role of the mother reflects biological as well as emotional indispensability in the life of the child.

The home provides the child with the experience which to a considerable extent determine the course of his personality development. If his parents, deficiencies in intelligency or social immaturities he may display, his personality will reflect such a situation. The home aids the child in developing normally and surrounds him with such opportunity and challenges as its particular society affords. If the child is made to feel secure he is more likely the otherwise to develop the type of personality which the members of his cultural group will accept.

Conditions in the home apparently are the avenue to the development of both individual personality pattern and social structure. Thus it can be said that the status of any cultural group depends to a considerable extent upon the type of experience parents provide for their children. Family plays a vital role in shaping the personality structure of a child. The psychological climate of the home is extremely important in all phase of child's life. Parental acceptance plays a major role in determining the attitude and behaviour of the child. Parental acceptance is characterised by a keen interest in love for child. This suggests parent-child relationship plays a significant role in the harmonious development of child. Siddique et. al. (1973), reported that mother's acceptance among high and low achievement groups resulted no significant difference. Father acceptance was higher in high achievement than low achievers. Mother concentration was higher in low achievement

group than high achievers. Father mother avoidance more in low achievers.

Typically, the mother gratifies the infants primary needs for food, for alleviation of pain for warmth and perhaps even for tactile stimulation (which may be basic innate drive). Many of these satisfaction are provided as she feeds the baby. In addition, she helps relieve his pain and supplies warmth when he needs it. For these reasons the mother's presence the visual, auditory and tactile stimulus. Mothers presence becomes associated with the satisfaction needs, and she begins to stand for pleasure, relief of tension and contentment. Further, more, the infant soon learns to search for and approach his mother when ever he is hungry, in pain or uncomfortable. If the mother is norturant and gratifies his needs promptly and effectively, she rewards the child's approach responses to the mother, if frequently and strongly rewarded will generalise to other people as well (principle of stimulus generalisation). That is, the child will be develop favourable social attitudes, approaching others, when he needs help and generally responding to others in a friendly and outgoing manner. In this sense the child's interactions with his /her mother from the basic for reactions towards others.

Children of affectionate mothers (ideally affectionate parents) tend to be confident, independent and affectionate. Affection should be combined with understanding and order. Schaefer et. al. (1958) describe maternal behaviour in terms of the interaction of these two attributes. Thus, a democratic mother is one who is both loving and permissive; an antagonistic mother combines hostility and restrictiveness; a protective mother is one who is both loving and restrictive. According to Baumrind (1971) the restrictive or authoritarian mother

is one who attempts to shape, control and assess the behaviour and attitude of her child, while the permissive mother is one who attempts to behave in non-punitive, accepting and affirmative manner. Rohner(1975) developed a whole theory of parental acceptance and rejection. According to Rohner (1980) parental acceptance and rejection together form the warmth dimension of parenting. Accepting parents are those who show their love or affection either physically or verbally. Rejecting parents are those who dislike, disapprove of or resent their children and view the child as a burden. Different researches attempted to explain the parental attitude through various models. Becker, (1964) tried to divide all the possible behaviour characteristics on two dimensions; permissive-restrictive; warm-hostile. Schaefer (1958) gives a model of two dimensions namely love-hostility and control-autonomy, Rohner (1980) has developed a model again of two dimensions, namely, parental warmth (acceptance-rejection) and parental control (permissiveness-strictness) . Symonds (1938) model, again of two dimensions, consists of acceptance-rejection and dominance submissiveness. This Scale is developed on the model of Symonds but the dimension, "dominance-submissiveness" is modified to "dominance -permissiveness".

The early 3-4 years of life are critical years in a child's life span since the rate of development is more rapid than any other stage of development. To develop his or her full potential , a child particularly in these year needs stimulating environment. The quality of the environmental inputs through the material and non-material processes may have impact on child's personality. The type of socio-economic status, quality of home environment and parental

stimulation are the primary facets of environment that have major impact on personality development. If the environment is enriched and encouraging, it advances the overall development of child. Children from disadvantage homes are poorly equipped in cognitive abilities as compared to their relatively well off counterparts. Maternal attitudes, that encourage child's independence and reciprocal parent child interaction positively influence the child's intellectual performance. If a child is brought up in this kind of deprived environment in the first six years of life, it is likely to have adverse effects on his development.

Thus, it can be said that the education of the child starts in the mother's womb from the date of conception. Further the home is the first school of the child. The child starts going to school at the age of three and a half. Till then, family members are the teachers of the child. The social, psychological and physical development of the child depends to a great extent on home environment. The constituents of home environment are : physical facilities, relationship among family members, religion of family, family traditions, occupation of parents, size of the family, economic condition of the family, etc. All these depend upon to a large extent on the level of education of parents as well as the family members. The bringing up of the child depends to a large extent on the educational level of parents. Further, the mass media plays an important role in educating parents about the raising of the child. There are many practices of rearing the child. The rearing practices also depend upon to great extent on the educational level of parents. Mussen et. al., (1969) found that rearing practices by explaining reason and loving them are the best because the child likes to imitate the parents. That is, if the child is raised by

love , then he also loves others which goes a long way in creating self-discipline.

As the child reaches adolescence, parents suddenly discover that children no longer view their parents as a source of knowledge and neither listen to them. On the other hand as the child reaches adolescence, he regards himself as old enough to make decisions for himself and to control his behaviour without suggestions or interference from his parents (Meghee, 1950). He demands independence but some parents feel threatened and less sure of themselves. Thus, they may demand complete obedience and submission to their whims and wishes (Michall, 1971; Jessop, 1981; Montemayor, 1983). The child's immaturity in understanding and his ability to control himself make necessary for many parents to step in with disciplinary measures (English 1961).

A strong relationship of adolescence and parents greatly depends upon adolescents perception of their parent's manner of handling them. If they perceived parental disciplinary methods in positive way, their relationship will be healthier stronger. On the other hand if it is perceived negatively the relationship is more likely to be strained . Some personal factors such as socio-economic status of the family, birth order of the child, family type and parents education affect the adolescents perception of parental disciplinary techniques.

Physical punishment tends orient the child away, from reality , and to make him more dependent upon adult affection and attention. When children are permitted to profit from their own mistakes with minimum of interference

and punishment, they tend to have more attractive personalities i.e. are more sociable, less dependant on adults , better able to face reality. Extreme parental punitiveness appears to find the child to the parent in an abnormally dependent and emotional ways, greater freedom provided by parents to be associated with more child initiative , less hostility and higher level of spontaneity and originality .

Thus, healthy parent child relationship that in non-exloitive and that provides the child with security can develop when parental relationship is a healthy loving one. The Mother's comfort depends to a considerable extent upon the nature of the relationship she has with her husband. Her feelings of being valued, loved, respected and her acceptance of herself and her faminity are heavily affected by her husband's acceptance of her and her roles. The mother-father relationship that is the one that determines and pervads all the others.

Parents need to make provision for the care and nourishment of their children is obvious But it is not so clear that satisfactory (healthy) home life is necessary for the adequate development of personality dispositions. It is in the home that the child first encounters the experience which are to determine whether or not he will be characterised by feelings of personal security and of being warmly accepted . it also is in the home that the child meets the situations which determine the extent of his sense of self adequacy. There observed a marked tendency for those from homes in which parents welcome their friends, had enjoyable not just the presence or absence of a culture that is important but the type of cultures. Different cultures can have different effects on human behaviour and each of these cultures arose as an adoptive

response to a particular environment.

Socio-economic Status of The Family :

Even though the children are born into a specific overall culture, they are also born into a particular class of society. The values and practices of these various social classes have different effects on the personality of a child. Socio-economic status usually includes such other factors as education, sources and level of income, ethnic origin and residential areas. It is generally agreed that most societies are divided so that some individuals occupy higher positions than others. The basic characteristic of a class system, however, is the ranking of families rather than individuals. Their ranking due to environmental forces tends to be carried on to the next generation along with their child rearing practices. Many summaries of social class difference exist for convenience while others have drawn the distinction between advantaged and the poor. As a group the affluent more than the poor, bring up their children to be achievement motivated and to work hard to control their aggression to conceal their sexuality and to communicate with others. Advantaged parents are more likely than the poor to be liberal in child rearing practices use less physical discipline and show more affection towards their children.

ACCEPTANCE AND REJECTION

The extent to which children experience or fail to experience parental acceptance and rejection may have a greater influence on them than any

other single experience. Parental acceptance and rejection have been shown in the United States and in cross-cultural research, for example to affect emotional, behavioural and social - cognitive development of children, as well as their psychological functioning and well being as adults. Beyond these personal effects, differences in the form, frequency, duration and severity of parental acceptance and rejection tend to be associated in predictable ways with the artistic traditions of different populations around the world, with people's religious beliefs and with other expressive behaviours and institutions. Parental acceptance and rejection, also tend to be reliably predicted by specific forms of family structure, household organisation and even subsistence economy.

The Warmth Dimension of Parenting

Together, parental acceptance and rejection form the warmth dimension of parenting. This is a dimension or continuum on which all humans can be placed because every one has experienced in childhood more less love at the hands of major caregivers. Thus, the warmth dimension has to do with the quality of the affectional bond between parents and their children and with the physical and verbal behaviours parents use to express these feelings. One end of the continuum is marked by parental acceptance, which refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply love that parents can feel and express towards their children. The other end of the continuum is marked by parental rejection, which refers to the absence or significant withdrawal of these feelings and behaviours and by the presence of a variety of physically and psychologically hurtful behaviours and affects.

Parental rejection can be shown by any combination of four principal expressions :

- 1- Cold and unaffectionate, the opposite of being warm and affectionate.
- 2- Hostile and aggressive
- 3- Indifferent and neglecting, and
- 4- Undifferentiated rejecting

Undifferentiated rejection refers to individual's belief that their parents do not really care about them or love them, even though there might not be any clear behavioural indicators that the parents are neglecting , unaffectionate, or aggressive towards them. Warmth, hostility, and indifference refer to internal psychological feelings of the parents. That, is parents may feel warm (or cold and unloving) towards their children or they may feel hostile, angry bitter, resentful, irritable, impatient, or antagonistic towards them. Alternatively parents may be indifferent toward their children, feel unconcerned and uncaring about them, or have a restricted interest in their overall well being. Affection ,aggression and neglect refer to behaviours that result when parents act these emotions. Thus when parents act on their feelings of love they are likely to be affectionate. Parental affection can be shown either physically (hugging, kissing, caressing, comforting, etc.) or verbally (praising, complementing, saying nice things to or about the child etc.)

These and many other caring, nurturing, supportive-loving behaviours help define the behavioural expressions of parental acceptance.

Some children have never experienced any of the feelings and

behaviours of parental love. Rather, they know only the cold, unaffectionate expressions of parental hostility and aggression, indifference and neglect , or undifferentiate rejection. British novelist George Eliot (Mary Ann Evans, 1896, P. 256) captured much of the essence of rejection when she wrote :

A child forsaken, waking suddenly
 Whose gaze afeard on all things round doth rove
 And seeth only that it can not see.
 The meeting eyes of love

When parents act on feeling of hostility , anger, resentment or enmity, the resulting behaviour is generally called aggression. Aggression is a behaviour where there is the intention of hurting someone, something or oneself. Parents may be physically aggressive (hitting, pushing, throwing things, pinching, using, hurtful symbolic gestures etc.) and verbally aggressive (sarcastic, cursing, mocking, shouting, saying thoughtless, humiliating or disparaging things to or about child, etc.)

The connection between indifference as an internal motivator and neglect as a behavioural response is not as direct as the connection between hostility and aggression. This is true because parents may neglect their children for many reasons that have nothing to do with indifference. For example, parents may neglect their children as a way of trying to cope with their anger towards them. An actual case illustrate this.

A Mother once worked with was charged by protective service with child neglect because she tried to ignore her 6-year-old son as much as she could -she failed to feed him regularly , dress him properly , or monitor his

whereabouts. When asked why she did this she explained that she felt such rage towards him that she was afraid she might kill him if she spent time with him. Eventually through therapy she realised that the rage she felt was inappropriately displaced on to the boy because he reminded her of his father who had walked out on her when she was pregnant, leaving her and her newborn penniless and with huge debts.

Neglect is not simply a matter of failing to provide for the material and physical needs of children, however, it also pertains to parent's failure to attend appropriately to children's social and emotional needs. Often, for example, neglecting parents pay little attention to children's needs for comfort, solace, help or attention; they may also remain physically as well as psychologically unresponsive or even unavailable or inaccessible.

All of these behaviours-individually and collectively-are likely to induce children unloved or rejected. Even in warm and loving families, however, children are likely to experience- at least occasionally-a few of these hurtful emotions and behaviours. Thus it is important to be aware that parental acceptance and rejection can be viewed and studied from either of two perspectives :

- i- As subjectively perceived or experienced by the individual, the phenomenological perspective, or
- ii- As reported by a second person, the behavioural perspective

Usually, but not always, the two perspectives lead to similar conclusions. Research suggests, however, that if the conclusions are very discrepant one should probably trust more the information derived from the phenomenological perspective. This is true because a child may feel unloved

(as in undifferentiated rejection), but outside observers may not detect many or any of the indicators of parental rejection described above. Alternatively, observers may report a significant amount of parental aggression or neglect, but the child may not feel rejected; this occurs with some regularity in reports of child abuse and neglect. Thus there is only a problematic relationship between official reports of abuse and neglect on the one hand and children's perceptions of parental acceptance and rejection on the other. As Jerome Kagan (1978 P.57) put it, "Parental rejection is not a specific set of actions by parents but a belief held by the child."

In effect, much of parental acceptance and rejection is symbolic. Therefore, to understand why rejection has consistent effects, one must understand its symbolic nature. Certainly in the context of ethnic and cross-cultural studies one must be sensitive to people's symbolic, culturally-based interpretations of parent's, love-related behaviours. That is, even though parents everywhere express, to some degree, acceptance (warmth, affection, care, concern) and rejection (coldness, lack of affection, hostility, aggression, indifference, neglect), the way they do it is highly variable and saturated with cultural or sometimes idiosyncratic meaning. For example, parents anywhere might praise or complement their children, but the way in which they do it one socio-cultural setting might have no meaning (or might have a totally different meaning) in a second setting. This is illustrated in the following situation -

A high caste Hindu woman was questioned about family matters in India. The interviewer was distracted by another woman seated nearby. The second woman quietly and carefully peeled an orange and then removed the seeds from each segment. Her nine-year old daughter became increasingly

animated as her mother progressed. Later, the Bengali interpreter asked if the interviewer had noticed what the woman was doing. He answered that he had noticed but had not paid much attention to it. "Should I have ?" "Well", she answered , " You want to know about parental love and affection in West Bengal, so you should know ---" She went on to explain that when a Bengali mother wants to praise her child - to show approval and affection for her child she might give the child a peeled and unseeded orange. Bengali children understand completely that their mothers have done something special for them, even though mothers may not use words of praise for to do so would be unseemly , much like praising themselves (Rohner and Chaki-Sircar-1988).

In everyday American English the word rejection implies bad parenting and perhaps even bad people. In cross-cultural and ethnic research, however, one must attempt to view the words as being descriptive of parents behaviour, not judgemental or evaluative. This is so because parents in about 25 percent of the world's societies behave in ways that are consistent with the definition of rejection given here, but in the great majority of cases - including historically in the United States- these parents behave towards their children the way they believe good, responsible parents should behave, as defined by their cultural norms. Therefore , in the context of world wide research on parental acceptance and rejection, a major goal is to determine whether children and adults everywhere respond the same way when they experience themselves to be accepted or rejected as children regardless of cultural, racial ethnic , gender, or social class differences, or other such defining conditions.

PARENTAL ACCEPTANCE - REJECTION THEORY

Parental acceptance rejection theory (PAR Theory) is a theory of socialisation that attempts to predict and explain major causes consequences, and correlates of parental acceptance and rejection within the United States and world wide. It attempts to answer five classes of questions divided into three sub theories : personality theory, coping theory and scio-cultural systems theory.

1- Personality Theory - What happens to children who perceive themselves to be loved or unloved by their parents ? More specifically, is it true , as the theory postulates, that children everywhere-in different socio-cultural systems racial or ethnic groups, genders, and like – respond in essentially the same way when they perceive themselves to be accepted or rejected ?

What are adults like who had been accepted or rejected in childhood? This is, to what degree do the effects of childhood rejection extend into adulthood and old age ?

2- Coping Theory - What gives some children and adults the resilience to cope more effectively than most with the experiences of childhood rejection. ?

3- Socio-cultural Systems Theory : Why are some parents warm and loving and others cold aggressive, neglecting-rejecting? It is true, for example- as PAR Theory predicts—that specific psychological, familial, community, and societal factors tend to be reliably associated the world

over with specific variations in parental acceptance rejection ?

In what way is the total fabric of society as well as the behaviour and beliefs of individuals within society affected by the fact that most parents in that society tend to either accept or reject their children ? For example, is it true as PAR Theory predicts that a people's religious beliefs , artistic preferences and other expressive beliefs and behaviours tend to be universally associated with their childhood experiences of parental love and love withdrawal ?

PAR Theory has several distinctive features guiding its attempts to answer questions such as these. First, it draws extensively from world wide, cross-cultural evidence as well as from every major ethnic group in the United States. Additionally, it draws from literary and historical insights as far back as two thousand years. And very importantly, it draws from and helps provide a conceptual framework for integrating well over one thousand empirical studies on issue of parental acceptance -rejection published since the turn of twentieth century, mostly within the United States. From these sources the theory attempts to formulate a lifespan-womb to tomb-developmental perspective on issues surrounding parental acceptance and rejection. Much of this life span perspective is incorporated in PAR Theory's personality theory.

STATEMENT OF THE PROBLEM

The most important factor is the individual's personal history of experience with others. Personality is largely a product of social learning and a child's social interactions provide the crucial learning situations. Relationship with family, with other members of social class, ethnic and religious groups

and with teachers and peers are of outstanding significance

Socialisation is the process by which an individual infant acquires, from the enormously wide range of behavioural potentialities that are open to him at birth, those behaviour patterns that are customary and acceptable according to standards of his family and social group.

Socialisation is determined to a considerable by cultural prescription, that is an individual's delineates the personality characteristics, motives, attitudes and values he will adopt. But these cultural prescriptions must be communicated or taught to the child, initially, by members of his family, the representatives of the culture with whom he is most intimate.

Thus a child's first social learning occurs at home and his earliest experience with family. Particularly with his mother are critical in determining his attitude toward and his expectation of other individuals.

In the light of above facts the researcher motivated to conduct the study to find out personality pattern of children with reference of parental acceptance rejection. Thus the topic is as follows -

"IMPACT OF PARENTAL ACCEPTANCE - REJECTION ON PERSONALITY OF CHILDREN."

In the present study of parental acceptance -rejection and development of personality behaviour observations are designed to assess the quality of the relation between parents and children in terms of acceptance and rejection, and to assess the presence and intensity of seven behavioural dispositions of children described in Rohner (1975,1980) in his hand book viz. Aggression, dependency, self-esteem, self-adequacy, emotional responsiveness, emotional stability and world view .

The attitude of parents toward their children are influence by how

closely the children conform to parental desires and expectations. Parental attitudes are also influenced by the children's attitudes and behaviour toward one another and towards their parents. When sibling rivalry and animosity exist, parental attitudes toward all the children in the family are less favourable than when siblings get along reasonably well with one another.

NEED OF THE STUDY

Children are regarded as invaluable treasure of any country, but to prove their worthiness to society, it is essential that they must grow well and to an optimal level. It is an established fact that foundation for physical and mental health for adult life is laid during the formative years of childhood. During infancy mental abilities and social response are closely related to the motor development of the child, which is achieved normally by proper feeding practices. Further, this period is the basis for the future development of the individual.

In the wake of the stupendous rate of social change the value system is crumbling down, the strong familial bonds are weakening, the focus is shifting from within to without, communication pathologies are on the increase. The secure warmth of close knit families is giving way to distanced misunderstanding. Selfless love is lost under the guise of self love and false ego. In such a scenario what is happening to myths which have been maintained over so many generations with sanctity? What is happening to the one of the most salient relationship - the parent child relationship? How is the child of today perceiving and processing the parental messages? Whither

Shravan Kumar, Rama and Pitra Devo Bhava Matra Devo Bhav? Were questions which intrigued the researcher to take up the present study with special reference to the parental acceptance and rejection. Volumes of interdisciplinary research both theoretical and empirical has highlighted the role of parent-child relationship in the making and shaping of the child's personality. However the value communication depends more upon the receiver, thus not the actual rearing or parental message alone, but the perception of these messages by the children also which deserves equal attention.

Welch (1988), most appropriately comments, "The parental influence is experienced by children in particular transactions on a specific occasion. The parental segment of the transaction is interpreted by the child as a "message" and is usually an injunction ascription reinforced by a powerful voice and strong feelings. In response to the message, the child makes a decision about itself, others, the world and the quality of life."

AIMS AND OBJECTIVES

The main objective of the present study is to investigate whether parental (specifically, the maternal, the mother lives being the primary and major caretaker of the child in family), acceptance and rejection has any significant effect on the development of seven personality dispositions i.e. an efforts will be made to see whether children who perceive themselves as accepted in any way differ from those who perceive themselves as rejected on seven personality variables.

HYPOTHESIS

The main hypotheses formulated in the present research are as follows :-

- 1- There is no significant difference between the accepted and rejected groups of children (boys and girls) taking together perceiving parental acceptance- rejection on seven personality dispositions taken separately.
- 2- There is no significant difference between childrens of urban and rural locations perceiving parental acceptance-rejection on seven personality disposition taken separately.
- 3- There is no significant difference between childrens of higher and lower income group taking their personality dispositions separately.
- 4- There is no significant difference between accepted and rejected children groups of urban locations across Income background taking their seven personality dispositions into consideration.
- 5- There is no significant difference between accepted and rejected children groups of rural locations across income background so far as their seven personality dimensions are concerned.
- 6- There is no significant difference between accepted and rejected group of mothrs as regard to their personality dispositions.
- 7- There is no significant difference between the accepted and rejected mother groups of so far as their income status is concerned.
- 8- There is no significant difference between accepted and rejected mother groups across locations i.e. urban/rural so far as perceived parental acceptance and rejection are concerned.

- 9- There is no significant difference between accepted and rejected mother groups of urban locations across income background so far as perceiving parental acceptance and rejection is concerned.
- 10- There is no significant difference between accepted and rejected mother groups of rural locations across income background so far as perceiving parental acceptance and rejection is concerned.

DELIMITATION OF THE STUDY

The present study is confined to investigate the impact of parental acceptance and rejection upon the personality of children.

School going children of both sex (boys and girls) between the age group of 11 to 15 years have been included in the sample.

The present study is confined to the urban area of Orai and its nearby rural locations also.

CHAPTER - 2

**REVIEW
OF
LITERATURE**

CHAPTER -2

REVIEW OF LITERATURE

Child-rearing practices has been the focus of research in psychology. Attempts have been made to relate the specific child-rearing practice to the development of specific personality traits. Child rearing attitudes of the parents are equally important in influencing personality development of the child. Several studies pertaining to the parental attitudes towards child-rearing have been conducted (Symonds, 1939, Radke 1946; Brofenbrenner 1953; Betleheim, 1952 ; Read 1945, Slohen 1949; Harris, Gough and Martin, 1950, Shapiro 1952, Klebanoff, 1957, Mann 1957, and several others)

The above stated studies suggest that types of infant are determine the personality structure and that the quality of the parent-child relationship, in general, and the mother- child relationship in particular would be major importance In the personality development. The recent interest in the parent-child relationship on the personality development arouse primarily through psychotherapeutic measures with adults and the clinical studies of families by child-guidance clinics (Schaefer, E.S. and Bell, R.Q. 1958)

Radke (1946) investigated the effect of parental attitudes and practices on preschool aged children behaviour by a variety of research techniques. The parents (both father and mother) of forty three nursery school and kindergarten children responded to extensive questionnaires and were

interviewed about their attitudes and practices in the area of child discipline and parental authority. Behavioural data on the preschool children were obtained through teachers ratings. Interviews with the children and several experimental and projective situations. Despite the parent's conception of an increase in father's authority, the children still perceived the mother as the more influential authority in their lives.

In the contrast to Radke's findings, Jackson found mothers more coercive than fathers although the mothers did vacillate more between mild and severe methods. The latter vacillation was interpreted as due to role conflicts among mothers the warm loving men punitive mother role versus responsible, socialising mother role.

Symmonds (1949), observed that an individuals attitude towards himself grew out of the attitudes towards him by his parents during childhood.

In later study Symonds (1949), examined a number of factors conscious as well as unconscious, contributing to the parent's rejection of the child. Symond maintained that some children are easier to accept than others, the child who is easiest to accept is the one most likely to be accepted by his parents. In this respect the characteristics of the child definitely figure in the degree to which he receive parental acceptance.

Erikson(1950), spoke of the necessity for child to develop a sense of basic trust in his relationship with his parents; this is a requirement for development of healthy personality. From this basic trust in parents stem a basic trust in the world, in the Universe , in other people , and most of all in oneself. With this comes a sense of security , of self acceptance, and it all goes back to early acceptance by parents. Parental rejection then may have

pervasive, longrange, harmful implications for the child's personality.

Baumrind (1971), observed an interesting pattern of parental control in eight families included in her large scale study to the effect of parental authority on the behaviour of preschool children. In the larger study by Baumrind mentioned above comparing the effects of authoritarian, authoritative and permissive homes on the behaviour of pre-school children, she concluded that authoritative parents behaviour was most likely to facilitate the development of competence involving independent and responsible behaviour in children.

Bowlby (1973), studied the personality of the rejected child. He concluded that a rejected child is apt to become resentful or angry at his parents, as well as fearful of more rejection, and thereby produces "defensive" independence or emotional withdrawal from them. In so doing the child initiates a process of counter rejection. Behind his defensive independence or emotional detachment is often an unrecognised longing to re-establish a warm norturant relationship with his parents.

Symond(1974), reported that rejected children tend to show attention seeking behaviour, problematic in school as well as home and tend towards delinquency. They also developed the feelings of insecurity and inferiority complex with low self concept. Oftenly they tried to win the parental affection by various attention seeking behaviour.

Rohner (1975), reported that maternal rejection correlates significantly and negatively with generosity in the child, that is the more rejection a child perceives, the less generosity he/she exhibits in the behaviour.

Bonney (1976), said that rejected children have experienced some

form of rejection by one or both parents. They have excessive emotional attachment with one of the parent. The rejection and abnormal pulling of the children toward one side of parental axis result in various forms of personality distortions such as sense of inferiority, a deep seated feeling of revenge, an immature and confused love, life and an expectation of greater pleasure without efforts and responsibility.

Rohner (1975), has shown that the antecedent and consequences of parental acceptance -rejection permeate widely through out entire fabric of life within a society. The effects of rejection are not limited simply to individual personality and behavioural disorders, but they reach into such subtract domains as the religious of a people, their art, music and other expressive behaviours.

Rohner (1975,1976) and Potvin (1977), reported that rejected children tend to view God, the gods or whatever form the super natural takes, as being malevolent as being hostile, punitive and capable of inflicting death, sickness and misfortune. Children raised with love, on the other hand to view god or the supernatural as being benevolent that is, bein warm, supportive and kind.

Rohner and Nielsen(1978), studied parental acceptance and rejection and predicted that acceptance and rejection especially when they are perceived by the individual as such have consistent effects on the behaviour and personality dispositions of children everywhere as well as the personality functioning of adults who recall being "rejected" as children.

Self report data from a sample of 1947 American adults reflecting on the childhood experience (in terms of perceived acceptance-rejection) as well as on their current behavioural dispositions also confirm the results achieved

in the holocultural study, regarding adults. Moreover, E. Rohner (1980) in one of the American Journals revealed that perceived parental acceptance rejection (as measured by total score on the Parental Acceptance-Rejection questionnaire) accounted for approximately 44 percent of the variance in childhood reports of their personality dispositions.

Cross cultural work by Seavenra (1980), in Puerto Rico by Rohner, Hahn and Rohner (1980) among Korean immigrants in the USA and by Rohner, Roll and Rohner eds. (1980), G. Rohner, R.P. and Chaki Sircer (1988), Campo. At. and R.P. Rohner (1992), Cournoyer, D. Vide E and Ronald P. Rohner (1980) worked on parental acceptance rejection and supported the hypothesis.

Further, in view of Rohner (1980), rejected child is likely to be more dependent, intensively possessive and seek more parental approval, nurturance, attention and physical contact than the accepted child. The theory postulates that if the parental are rejecting, the child's needs for warm and affection are unfulfilled and he is expected to increase his efforts to get love and attention. In other words he becomes dependent. Rejected child tends to be more hostile and aggressive and resulting to the reaction to frustration.

Yura,-Michael -I (1983), discussed the effects that parental attitude and practices may have on the special needs child's development. The adlerian concept of organ inferiority and its effects on personality development as the foundation on which parents can build a strong child rearing philosophy are discussed. The use of encouragement and logical consequences sets the tone for training the special needs child to successfully cope with life tasks. It is contended that parents need to be aware of the child's inner environment,

the family atmosphere , and the child's place in the family atmosphere, and the child's place in the family constellation . It is suggested that setting small task to be accomplished over a long period of time will assure a greater probability for and will encourage parents to move forward in helping prepare their child for life.

Rilley- Theo; -Adams -Gerald-R ; Neilsen- Elwich (1984), proposed two theoretical perspectives to account for heightened egocentrism. During early adolescence. One perspective assumes that formal operational thought is associated with increased self consciousness and the second perspective proposes that parental support and affection diminish egocentrism, while parental rejection enhance self conscious reactions by young adolescents. 131 male and 120 female adolescents (medium age 13 years) completed an imaginary audience scale and a class room test of formal operations. Findings show that formal operations diminished adolescent egocentrism , while perceived parental relations were predictive of self consciousness contrary to post theoretical assumptions , 7th graders functioning at the level of concrete operation were higher in self conscious egocentrism that were formal operations youths. Perceived parental support was associated with diminished egocentrism, while perceived parental rejection was predictive of heightened self-consciousness.

Paquet-Andre (1991) discussed the role of parent in the personality development of his or her child with emphasis on how a child's relation depend on parental investment and perception. The accept of personality development early object relations, dynamic. Personality organisation,

conditioning, and unconscious and conscious personality structure are considered. Different perspective on levels of personality organisation (Including affective, cognitive, psychoanalytic, and objective) are compared.

Gjerds, -per-f; Shemiza ,Hiroshi (1995) tested a triple interaction model of family relationships and adolescent personality development in Japan. It was hypothesized that the interaction between gender and mother -adolescent cohesion (MAC) would change depending on the degree of parental socialization agreement. Self reports and observer evaluations were gathered from 38 female and 46 male. 14Yr-yrs old and their parents and teachers. In agreement with the hypothesis, boys who described themselves as close to their mothers were less controlling of impulses and less interpersonally warm when their parents disagreed as opposed to agreed on socialization. High MAC is the context of high parental agreement was associated with greater interpersonal warmth in girls than in boys.

Allen Kathleen; Prior -Margot (1995), interviewed 40 mothers and their 7 years old children and used video-tape while interacting during task completion. Half of the children have been rated having a Difficult Temperament (DT) by their mother on the Thomas and Chess Child Temperament Questionnaire. The other half had a stable, Easy Temperament (ET). The behaviour of mother's of E.T. and D.T. children did not differ significantly , but showed significantly more negative.

Toner, Mark A. and Munro.Don-(1996), examined rejection in pre-adolescents as a function of peer social events and their perceived control of outcomes in 8-9 years students in New South Wales. Nominations of classmates were used to assess peer acceptance -rejection. Hypothetical

social interactions were presented to assess casual internality , casual stability and perceived control. Results indicate that rejected students more inclined to for ego credit for acceptance to ascribe to persistent factors and to perceive lower control of events. Findings suggest that rejected children may be proved to learn helplessness thought patterns that exacerbate social maladjustment.

Mednic-Brigette -R; Hooever- Dennis; Schulsinger Charlotte ; Baker,- Robbert (1996), examined the association between maternal ratings of child temperament and 8 maternal personality and demographic factors in 1972 Danish 3-4 years Vs., 5-6 Years Vs., 7-10 Years old to determined if maternal temperament rating increases with the child's age. Maternal interviews and child version of the revised Dimensions of Temperament Survey (DOTS-R) was used to measure dimensions of Temperament and perceived child difficulties. Results indicate no difference between the 3 samples in terms of strength or of the number of significant correlations observed. Mother's anxiety was related to negative ratings in all 3 samples. A similar tendency for lower levels of maternal adaptation to be related to more negative rating was refleeted in the analysis of maternal coping and extraversion. Socio-demographic variables showed only a weak relationship with temperament ratings.

Weiss,- Laura-H, Schwarz, -J-Conrad(1997), examined D. Baumrind's (1996), 13 conceptual framework using multiple informant design and older adolescent population. With 178 college students and their families as participants, the present study found many of the predicted relations between parents child-rearing style (Authorirative, Democratic, Non-directive, Non-

authoritarian, Directive; Authoritarian-directive and Un-engaged) and their adolescent children's behaviour in the 4 domains assessed : personality, adjustment, academic achievement , and substance use. The difference between parenting types on the criterion measures were not as large as reported in Baumrind's study, and significant effects were predominantly due to the scores from children with unengaged and authoritarian parenting types , the utility of using a typology and areas for future research.

Frackowiak, Jaroslaw (1997), studied the relationship between (1) S's level and rate of moral development and (2) their perceived acceptance or rejection by their parents, I.Q., education and sex. Human S's 37 normal male and female Polish adolescents (8th grader). 62 normal male and female Polish adolescent (1st years High Scholl Student) 70 normal male and female Polish adults (1st year student at economics, technical , and liberal arts schools of higher educational). 49 normal male and female polish adults (3rd year student at economics, technical and liberal arts School of higher Education). S's moral understanding, intelligence level and subjection by their mother and father when Ss were aged 7-12 years measured . Step wise regression analysis was performed. Test Used : The defining issues test and 2 short versions of the parental acceptance rejection questionnaire (R.R. Rohner, 1984)

Fergusson et. al. (2000), studied the risk factors and life processess associated with the onset of suicidal behaviour during adolescence and early adulthood. They examined associations between childhood circumstances, adolescent mental health and life events and the development of suicidal behaviour in young people aged between 15 to 21 years . Data

were gathered over the course of a 21-year longitudinal study of a birth cohort of 1265 children born in Newzeeland . The measures collected included :

- i- Patterns of suicidal behaviour (ideation , attempt)(15-21 Years)
- ii- Social background, family functioning, parental and individual adjustment during childhood (0-16 Years) ; and
- iii- Time dynamics of mental health and stressful life events during adolescence and early adulthood (15-21 Years).

By the age of 21 Years , 28.8% of the sample reported having thought about killing themselves and 7.5% reported having made a suicidal attempt. The childhood profile of those at greatest risk of suicidal behaviour was that of a young person reared in a family environment charactrised by socio-economic adversity, marital disrution, poor parent-child attachment and exposure to sexual abuse, and who as a young adolescent showed high rates of neuroticism and novelty seeking. With the exception of the socio-economic and personality measures, the effects of childhood factors were largely mediated by mental health problems and exposure to stressful life events during adolescence and early adulthood. Mental health problem including depression, anxiety ,disorders , substance use disorder , and to some extent conduct disorder, in addition to exposure to adverse life events , were significantly associated with the onset of suicidal behaviours. It is concluded that findings support a life course model of the aetiology of suicidal behaviour in which risk of developing suicidal behaviour depends on accumulative exposure to a series of social, family, personality and mental health factors.

A number of studies in India conducted by psychologists, educationists, sociologists and home scientist have shown the impact of parental behaviour in the development of personality traits . A few studies are mentioned herewith. Mukerjee(1973), concluded that parental rejection is the main cause of anti-social behaviour like indiscipline, disobedience, aggressiveness etc. He also develops selfish personality due to improper socialisation. Pandey and Nagar (1980), told that due to deprivedness in love, they are separate from parents and felt the emotional instability and feeling of insecurity. Ojha (1984), determined the relationship of achievement motivation among Indian male adolescent with different kinds of parental behaviour. The results indicated that mother's love goes with acceleration in n-ach level in boys whereas mother's rejection and protection are associated with retardation in n-ach level.

Tiwari ,Rashmi (1976), attempt to understand the attitudes towards the freedom of children and discipline of girls students belonging to high average and low SES groups. The following results were obtained :

- a- The low socio-economic group showed a positive attitude towards freedom of children. Their mean being 5.62 which is above the group median of the scale (5.44), The attitude towards parental discipline is also positive, they favour parental discipline, as the mean (114.5) is above the group median of the scale which is 111.
- b- The average socio-economic group also showed a positive attitude towards freedom of children but showed slightly negative attitude towards parental discipline.

c- The high scio-economic group showed more clear attitude towards freedom of children and parental discipline. They showed as positive attitudes towards freedom and want more freedom and also have a negative attitudes towards parents exercising discipline over them.

Joshi and Daharwal (1977), studied child rearing practices adopted by Satnaamee mothers and equal comparable non-satnaamee mothers(20 in each) and the personality of their children (20 in each) is made on a 72 items individually administered interviews schedule and the Hindi forms of ESPQ. Seven broad areas were analysed and result revealed significant differences in only one of them. Satnaamee children were fed at breast for a longer period (P-.01) and their toilet training was also started late(P.001).

Significant different have occurred in factors F (Surgency Desurgency) and N (Shrewdness-Naivete) only. On both the factors the non-satnaamee children possess significantly higher mean score. These children tend to be more cheerful, serene and expressive (F+) and also socially more polished. Emotionally disciplined insightful regarding self and others, ambitions and expedient (N+) as compared to the Satnaamee children who were silent, depressed, languid and slow (F-) and socially clumsy, vague, lacking insight, consent with what comes and trust in accepted values (N-) comparatively earlier weaning and toilet training appears to help the non-satnaamee children in establishing contacts with reality and same is seem in toilet braining where adoption of adult nodes is also earlier.

Rastogi and Seori (1977), designed a study to find out similarity in SDS Vs. R-C scale items between female students and their mothers and further to

explore whether students behave in accordance to the social desirability norms which they acquire. The items of R-C scale were rated by students and their social desirability on a nine point rating scale and the former group made endorsement too these items. A high positive correlation co-efficient, between the SDS Vs. R-C Scale items of students and their mothers showed remarkable similarity but student were not noted as behaving according of these social desirability norms.

Singh And Fatimi (1980), administered Hindi versions of social responsibility scale (Gough, 1852) and parental discipline scale (Sawaid, 1972) on 50 male and 50 female undergraduates to verify the contention that "there would be a relationship between various disciplinary techniques exercised by parents and social responsibility developed in their children. The results, in case of male showed that induction as disciplinary technique by mother revealed a positive relation with social responsibility whereas in case of female a relationship between social responsibility and power - assertion by father and love-withdrawal by mother was recorded other disciplinary techniques by parents could not bear relationship with social responsibility developed in both male and female.

Singh and kumar (1981), studied mother-child interaction in urban and rural areas. For this purpose a self structured interview schedule consisting of personal and social situations was administered on fifty rural and urban mothers with their pre-school children. The analyses revealed that being rural or urban was directly and highly associated (chi square 12.5, significant at 0.01 level) with mother-child interaction. Urban mothers interacted more (44%) with their children as compared to their rural counter parts (20%). In social

situations most frequently used interactional techniques were explaining, scolding and ignoring the child, whereas diverting attention, exploring, discouraging and scolding were most commonly used in personal situations by both rural and urban mothers.

Srivastava (1981), conducted a study of mother own experience as determine of their attitude towards their children "The study was conducted on two random groups of high educated mothers and low educated mothers. Result of the study indicated that education plays no role in determining the attitudes of mothers towards their children. Another conclusion arrived at is that mother project the same type of behaviour towards their children as they had received from their own mothers. The proportion of such behaviour towards children is the same which was received by them from their mothers.

Jogwar, V.V. (1982), developed an inventory to measure perceive self, ideal self, and social self among Indian adolescents. The inventory was administered to 880 students (Age 13-20 Years) of Amravati. Results indicated that Ss whose parents accepted them had greater self-regard, then Ss whose parents rejected them.

Sandhu (1986), found similarity in the personality traits of mothers and their children under the conditions where there was mutual acceptance. However, dissimilarity in the personality traits of mothers and childrens under conditions of mutual rejection and under condition of incongruent parent child relationship. Personality differences were also found between rejected and accepted children belonging to nine background variables. Further, four background variables - Family size, family pattern, sex and birth order had shown significant effect on mother's perception of her attitude of acceptance -

rejection of the children (Sandhu and Bhargava, 1987 a) and on children's perception of maternal acceptance-rejection (Sandhu and Bhargava 1987b), Nagaich (1987) also stated that parenting style had a great influence on the personality development and disposition of the children. Krishnan(1988), concluded on the basis of her study that helping attitude behaviour of Indian mothers significantly determines their children's prosocial inclination.

Sandhu and Bhargava (1988), found that accepted children differed significantly from rejected children on nine personality factors. Rejected children tend to be more reserved, less emotionally stable, more aggressive, serious, shy, shrewd, apprehensive, careless and tensed as compared to accepted children. Further, they (Bhargava and Sandhu, 1989), found that rejected children of joint families have scored higher than rejected children of nuclear families on factors - A.C.F.H.N. and Q₃ on C.P.Q. whereas children of nuclear families scored higher on factor F.G.I and O. On the other hand rejected children of small families scored higher on factors A, C, F, G, H, N and Q₃ whereas rejected children of large families have scored higher on factors E, I, O Q₂ and Q₄. Neglected and parentally rejected children showed emotional instability, poor educational adjustment and more aggressive tendency.

Sinha and Prasad (1989), reported that the male students perceived their father as restrictive, neglecting and rejected whereas females perceived them as permissive, loving and protecting. On the other hand with respect to mother's behaviour, male students were perceived them as restricting, neglecting and rejecting whereas females perceived them as loving in greater frequency.

Sengar and Srivastava (1990), in a study find out that rejected group of adolescents perceived significantly higher rejection in terms of absence of love and affection. Hostility/Aggression, Neglect/Indifference and Undifferentiated rejection, than the accepted adolescents in their early childhood in the hands of their parents specially the mothers. The two group of adolescents do not differ significantly with respect of economic, social and political values. Accepted adolescents give high preference to social and theoretical values, average preference to political and economic value and low preference to aesthetic and religious value. The rejected group of adolescents give high preference to economic and political values average preference to social and aesthetic value and low preference to theoretical and religious values.

Sengar and Srivastava (1990), studied to investigate the perceived face to face mother child interaction and its impact on personality development of the child in cross cultural perspectives. 360 adolescent of Banda District (180 Kol tribes and 180 general) ranging between 11 to 14 years age, were selected randomly and served as subjects. Rohner's PARQ and PAQ were administrated. The results show that (a) the rejected groups of tribal and non-tribal adolescents of both cultural group are found to have more negative personality dispositions than the accepted groups of adolescents and (b) the tribal adolescent in general show more negative personality and behavioural dispositions, than the non tribal (general) adolescents.

Mishra (1992), studied to see whether the adolescents who perceive their mothers as rejecting and those who perceive them as accepting differ

significantly on their motivational pattern. Rohner and Rohner's parental - acceptance-rejection questionnaire (PARQ Child form) was administered on 250 adolescents. Out of these 250 adolescents 50 whose score above Q_3 and 50 whose score were below Q_1 were administered Tripathi personal preference schedule (TPPS). Out of 15 personality variables., the two groups under study were found to be significantly different on six variables,i.e. achievement, deference, affiliation, dominance, nurturance and aggression. The results indicated a relationship between perceived material acceptance rejection and motivational pattern of the adolescents.

Kapoor (1992), studied adolescents and creativity with regards to maternal acceptance-rejection. 150 adolescents (75 accepted and 75 rejected) of both sexes of the age group of 12 to 16 Years from the families of different scio economic status (upper, middle and lower), similarly the family size categorized (small,middle and large) of kanpur city was selected for making sample. For Studing maternal acceptance -rejection of adolescents the tool to be used Rohner and Rohner PARQ (child from). It was found that in accepted adolescents group 52 boys and 23 girls. Where as in rejected group there were 31 boys and 44 girls. The analysis shows that the boys are more accepted than girls , similarly boys are less rejected than girls.

Saxena (1993), found that delinquent adolescents perceived greater maternal rejection than their non delinquent counter parts. Kapoor (1993) noticed that maternal acceptance and rejection is more related to adjustment in case of female rather than male adolescents. Children of both sexes expressed low degree of moral judgement who perceived maternal rejections (Prakash 1993, Mishra 1993) found that eight need variables were found

elated to perceived maternal acceptance and rejection. These motivational patterns are need achievements, order affiliation, dominance, abasement, endurance, heterosexuality and aggression.

Padthi and Dash (1994), studied parental child rearing attitude variables which correlated and contributed towards the growth of competence of adolescents. Children's self checked and peer checked competence have been assessed by using a peer nomination and self assessment check list. Parents child rearing attitude have been obtained with the help of a parents questionnaire. One hundred adolescents (both boys and girls) of class 7 through 10 and their parents, participated in the study. The data analysis indicated the parental attitudes of encouragement and verbalisation of own ideas; and work ethic and firmness of parental authority to be the correlates of children's competence and also to be the contributory factors which helped to develop competence in children. Added to this parental negligence to contact and to co-operated with the teachers and the school and teachers ignorance of the children's home background are found to be the other two significant but negative correlates of adolescence competence i.e. disfavours the growth of competence in children.

Bharadwaj (1996), studied forty six male and forty six female adolescents from two different schools of Nagpur city (Mean Age of the boys and girls was 16.05 and 15.5 yrs respectively). Parental Behaviour Form (PBF) by Worrell and Worrell and Self Concept Scale by Mukta Rani Rastogi, were administered to study the perceived parental behaviour and its relation to self concept among adolescents. The results indicate that girls rated their parents high on warmth and acceptance while the boys rated them high on

rejection, strict control, punitive control and achievement. Parental behaviours such as warmth active involvement, equalitarianism, cognitive independence, curiosity, cognitive competence and achievement were positively to the self concept of adolescent boys and girls. No significant differences were noted on gender basis.

Mathur and Mishra (1996), investigated the influence of maternal employment on children's personality. 120 employed mother, 50 housewives and their children participated in the study. The sample of mothers included housewives, clerks, teachers and nurses belonging to nuclear families and having children of ages 7 years to 11 years and above. J.N. Lal's Early School Personality Questionnaire (ESPQ) was used to assess children's personality. Results reveal that maternal employment is associated with children's scores on personality factors like outgoing/ reserved ego strength/general emotionality, conscientious/expedient, apprehensive /placid and restraining vigorous. In the Indian context, mothers are shown to play a key role in child rearing, particularly during the early stages of development.

Pandey and Agarwal (1997), study to find out the perception of parental behaviour by adolescents. The sample consists of 170 adolescents studying in the institutions of Pauri Garhwal. Perception of parental behaviour is estimated by using PCRQ developed by Singh. Results showed significant difference on loving, dominating rejecting and punishing dimension of mother's behaviour towards adolescents. Adolescent boys and girls perceived their mother's behaviour equally disciplining and protecting. Besides this girls perceived their father's behaviour more protecting in comparison to boys.

Ojha, Herdeo; Singh, - Rajiv- R., (1998), administered upon 56 Indian

adolescents (aged 17-29 year) a Parental Behaviour Inventory, a Hindi adaptation of the Security Insecurity Inventory and Dependence Proneness Scale. Results indicate that parents restrictive rejecting and neglecting attitudes gave rise to insecurity, while their permissive attitude, reduced insecurity protective child rearing attitude of both parents fostered dependence proneness while their neglecting attitude was negatively associated with dependence proneness. Father's restriction was positively associated with dependence proneness.

Rana and Kaur (1998), conducted a study on 10-12 years old girls and boys to investigate the prevalent trend of parent-child relationships in higher income group service and business class families. The results show that children in general, maintain and perceive cordial relations with parents. However, girls perceived their parents as less aggressive, less strict and more affectionate than what boys perceived parental competence was perceived as pretty high in mothers as well as fathers by the girls and boys both.

Mishra (1998), conducted a study upon 102 adolescents who perceived maternal acceptance and 100 who perceived maternal acceptance rejection. Out of 15 need variables as measured by TPPS, the two groups were found to be significantly different on eight of them. These are achievement, order, affiliation abasement, endurance, heterosexuality and aggression. While on the other seven motivational patterns i.e. deference, exhibition, autonomy, intraception, succourance, nurturance and change, the two groups were not found to be significantly different. The findings provide substantial evidence for the relationship between motivational pattern and perceived maternal

acceptance-rejection.

Sangwn & Sangwn,(2000), conducted a study on children's perception of parental relationship. The results revealed that mean value of parental acceptance and concentration was found to be higher in males in all the age groups. But in parental avoidance, mean value of male respondents was less than of the females. Chetdren's perception regarding mother relationship pattern was better than father.

Lack of adequate parental love encouragement, democratic attitude and parental acceptance seem to be important for truant behaviour. Lack of maternal acceptance and autocratic parental behaviour tends to be socio-pathic (Varshney 1996). Parental acceptance were positively related with self concept, curiosity, cognitive competence and achievement of adolescent boys and girls. (Bharadwaj 1996).

In the ends of review pertaining to the studies related to the socialisation provides a strong evidence that the primary group socialisation particularly done by the parents or parental acceptance-rejection play a crucial role in the development of different traits of children and adolescents (dependence-independence, ascendance-submission , corporation-comptetion), adjustment, creativity, self-appraisal and motivation etc. Parentally styles or teacher play a very important role in the development of men's personality traits.

CHAPTER - 3

METHODOLOGY

CAPTER -3

METHODOLOGY

The research problem has already been stated in chapter 1. The methodology and design of the study have now been set out in this chapter under the following sections -

- 1- The sampling technique
- 2- Research design
- 3- The tools of the study
- 4- The collection of data
- 5- The statistical analysis

1- THE SAMPLING TECHNIQUE

When the population is quite large and composed of different strata, selection of stratified random sampling becomes necessary for any investigation. Random sample reflect all important segments of the population to one degree or another .

In any research design the independent variable are controlled by two methods in experimental studies the independent variables are manipulated by artificially producing them and eliminating them in other design like Ex-post-facto studied by manipulating the select on of the sample. The sample are selected purposely in group where the independent variable does occur and where it does not. As the present investigation is of the nature of Ex-

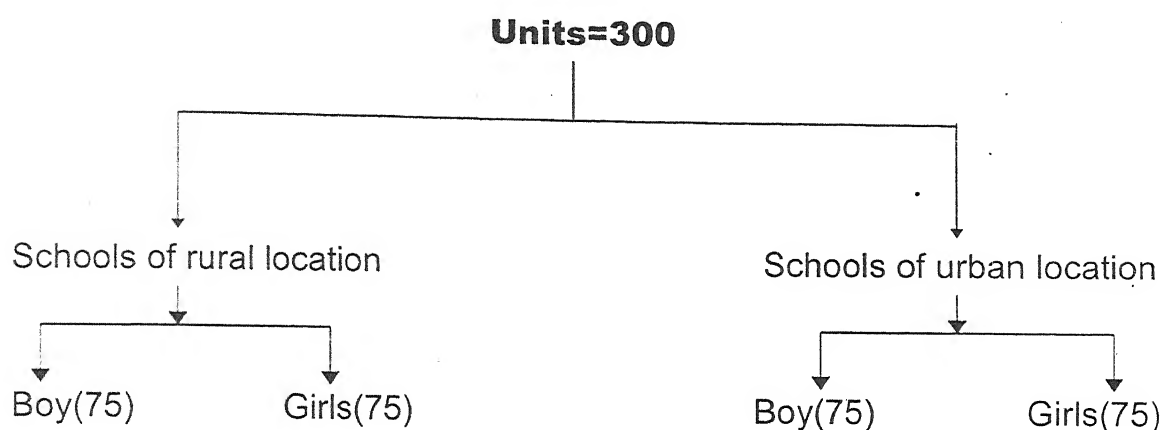
Post-Facto research we have drawn a purposive sample from both sex and both income group (Higher and lower) of urban and rural areas.

The principle of randomisation was followed in the selection of the sample from different purposive group. A list of boys and girls ranging from 11 to 14 years studying in different schools located at urban and rural areas of Orai town which is district headquarter of Jalaun., was prepared with the help of their teachers. The mothers of the concerned boys and girls were contacted personally at their residence. following is the list of the schools from which the data have been collected-

Table 1 :- List of school from which sample of the study was selected :-

Name of School	Location	Units		Total
		Girls	Boys	
1- Govt..Girls Inter College ,Orai	Urban	25	-	25
2- Arya Kanya Inter College, Orai	"	25	-	25
3- Sanatan Dharm Inter College, Orai	"	-	50	50
4- Eldrich Public School, Orai	"	25	25	50
5- Swatantra Sngam Senani Inter College Kusmiliya	Rural	-	50	50
6- Kisan Kanya Inter College, Dakore	"	50	-	50
7- Junior High School, Mohmdabad	"	13	12	25
8- Junior High School, Kuian		12	13	25
Total Unit →		150	150	300

Plan for Sample Selection :-



Thus from each group i.e. rural boys and girls urban boys and girls 75 units were selected randomly. In this way family a sample of 300 children, both boys and girls from urban and rural location including 300 mothers who are major care takers of the children were selected for the study purpose. All subjects belong to the age range of 11 to 14 years. As far as possible all the subjects were selected from the age group mentioned above.

2- RESEARCH DESIGN

The present research being concerned with the study of the effect of parental attitude on the personality development of children an ex-post-facto design was considered suitable for the study. Actually the present study is of exploring nature in which the researcher starts with the observation of a dependent variable. He then studies the independent variables. He then

studies the independent variable in retrospect for their possible relations to and effect on, the dependent variable(Karlinger,1946).

Thus a 2X2 and a 2X2X7 ex-post-facto factorial design was considered suitable for the study. Each dependent variable was studied separately. Each independent variable in this study had two levels. The 2X2X7 factorial design was separately used for studying all seven dependent variables.

2X2 Factorial Design

Personality	H/A	D	NSE	NSA	EUR	EIS	NW
Dispositions							
Sex Group							
Boys							
H							
L							
Girls							
H							
L							
2X2X7 Factorial Design							

Variables

Independent Variable

- a. Parental Attitude
- b. Parental Acceptance
- c. Parental Rejection

Dependent Variable

- 1. Seven Personality Dispositions
 - i- Hostility /Aggression
 - ii- Dependency (D)
 - iii- Negative Self Esteem (NSE)
 - iv- Negative Self Adequacy (NSA)
 - v- Emotional Unresponsiveness (EUR)
 - vi- Emotional Instability (EIS)
- 2- Sex
 - i- Boys
 - ii- Girls
- 3- Locality
 - i- Urban
 - ii- Rural
- 4- Income Group
 - i- High Income Group
 - ii- Lower Income Group

3- THE TOOLS OF THE STUDY

Out of so many tools and technique, it is of great importance for an investigator to select the most reliable tools for the collection of data for research. A successful study is only possible when the technique is appropriate. Among the different tools available for studying the effect of parental attitude on personality variable following are the most common.

- 1- Personality Assessment Questionnaire (PAQ-Child)
- 2- Personality Assessment Rating Questionnaire (PARQ-Mother)

Both the test are considered to be the most suitable tools for use in the present study. These both tests are originally constructed and standardised by Rohner (Connecticut U.S.A.) Indian adaptation of these version was made by prof. Jai Prakash with norms in Indian context . A detailed discription of the test are given below.

1- Personality Assessment Questionnaire(PAQ-Child)

This is a self reported instrument designed to assess individual's perception of him/her (or of his/her child) with respect to seven behavioural dispositions. Following are the seven personality despositions-

- a- Hostility and Aggression
- b- Dependency
- c- Self-esteem
- d- Self-adequacy
- e- Emotional Unresponsiveness
- f- Emotional Stability
- g- Evaluation of World (World view)

a) Hostility and Aggression : Hostility is an emotional (internal) reaction or feeling of anger, enmity or resentment directed towards another person, situation or oneself. Hostility is expressed behaviourally (externally) in the form of aggression, an act which is intended to hurt someone or something usually another person, but some times oneself.

i- Active Aggression : Active aggression may be manifested verbally in such forms as bickering, quarrelling telling someone off sarcasm or by making fun of someone criticising him, humiliating him, cursing him or by saying thoughtless, unkind or cruel things. Aggression may be revealed physically by fighting, hitting, kicking biting, scratching, pinching, throwing things or by other forms of destructiveness.

ii- Passive Aggression : Passive aggression is a less direct expression of aggression in such forms as pouting, sulking, procrastination, stubbornness, passive obstructionism bitterness, vindictiveness. Irritability and temper tantrums.

b) Dependency : Dependence is the emotional reliance of one person on another for comfort, approval, guidance, support, reassurance or decision making. Independence is essential freedom from such emotional reliance. The goal of dependency behaviour among children is usually the elicitation of warm, affectionate attention from an adult. Indicators of dependency among children include clinging to their parent, attention seeking, becoming anxious, insecure, unhappy, weepy or whiney when are separated from their parent, or waiting for or demanding the nurturant response of some one else (i.e. succorance).

Indicators of dependency among adults (as well as among children) include frequent seeking of comfort, nurturance, reassurance, support, approval, or guidance from others, specially those who are important to the individual such as friends and family members including parents. The dependant person attempts to solicit sympathy, consolation, encouragement or affection from friend when he is troubled or having difficulty. he often seeks to have others help him when he is having personal problems and he likes to have others feel sorry for him or to make a fuss over him when he is sick or hurt.

The independent person, on the other hand doesn't rely heavily on others for emotional comfort, support, encouragement or reassurance. He does not feel the need to evoke sympathy from his friends or family when he is troubled, and he does not often feel the need to seek reassurance, support, comfort, nurturance or guidance.

c) Self-Esteem : Self-evaluation consists of feelings about attitudes towards and perceptions of one self, falling on a continuum from positive to negative. Self-evaluation consists of two related dimensions, self-esteem and self-adequacy.

Self-esteem is a global, emotional evaluation of oneself in terms of worth. Positive feelings of self-esteem imply that a person likes or approves of himself, accepts himself, is comfortable with himself, is rarely disappointed in himself, and perceives himself, as being a person of worth or worthy of respect.

Negative self-esteem, on the other hand, implies that the person dislikes or disapproves of himself, is uncomfortable with himself, is disappointed in himself, devaluates himself, perhaps feels inferior to others, and perceives himself as being essentially a worthless person or as being worthy of condemnation.

d- Self-Adequacy : Self-adequacy is an overall self-evaluation of one's competence to perform daily tasks adequately, to cope satisfactorily with daily problem, and to satisfy one's needs. Positive feelings of self-adequacy imply that a person view himself as being a capable personable to satisfactorily deal with his daily problems, feel that he is a success or capable of success in the things he sets out to do, he is self-assured or self confident and feels socially adequate.

Negative feelings of self-adequacy, on the other hand, imply that a person feels he is an incompetent person, unable to successfully meet or cope with the demand of day to day living. He lacks confident self-assurance, often feeling inept and he sees himself as a failure and as being unable to successfully compete for the things he wants.

e- Emotional Unresponsiveness : Emotional responsiveness refers to a person's ability to freely and openly express his emotions, for example, feelings of warmth and affection. Emotional responsiveness is revealed by the spontaneity and ease with which a person is able to respond emotionally to another person. That is, emotionally responsive people have little difficulty forming warm, intimate involved and lasting attachments. Their attachments are not troubled by emotional constriction or defensiveness. They are able to

easily act out their sympathy and other feelings on appropriate occasions. Interpersonal relations of emotionally responsive people tend to be close and personal, and such persons have little trouble responding emotionally to the friendship advances of others.

Emotionally unresponsive or insulated people, on the other hand, are able to form only restricted or defensive emotional involvements. They may be friendly and sociable but their friendships tend to be impersonal and emotionally unexpressive. Emotionally unresponsive people may be cold, detached, aloof or unexpressive, and they may lack spontaneity. They often have difficulty or are unable to give or receive normal affection, and under extreme conditions they may be apathetic or emotionally bland or flat.

f- Emotional stability : Emotional stability refers to an individual's constancy or steadiness of mood and to his ability to withstand minor setbacks, failures, difficulties or other stresses without becoming emotionally upset. An emotionally able person is able to maintain his composure under minor emotional stress. He is easily or quickly excited or angered and he is fairly constant in his basic mood.

Emotionally unstable people, on the other hand, are subject to fairly wide, frequent and unpredictable mood shifts which swing from such poles as cheery to gloomy, happy, to unhappy, contented to dissatisfied, or friendly to hostile. Such persons are upset easily by small setbacks or difficulties, and they tend to lose composure under minor stress. Often times emotionally unstable people also tend to be excitable to get angry easily and quickly.

g- Evaluation of World (World View) : World view is a person's often un verbalized , global or over all evaluation of life and the universe as being essential a positive or negative place , that is as being basically a good, secure, friendly, happy, unthreatening place having few dangers (positive world view), or as being a bad, insecure , threatening unpleasant and hostile or uncertain place full of dangers (negative world view). World views refer to one's conceptions of and feelings about the basic nature of the cosmos and of life itself, it does not refer to a person's empirically derived knowledge of the economic, political, social, or natural environment in which he lives.

By this questionnaire , the children from 10 to 14 years of age assess their own behavioural disposition. In PAQ, the child's personality dispositions are reflected. The children who perceive themselves as accepted may possess adequate personality development positively. On the other side , who perceive themselves as rejected, may be recorded, negatively in terms of personality dispositions. With the help of this questionnaire global picture of the child's personality may be presented .

Scoring : The questionnaire consists of items which are scored by giving the numbers from 4 to 1 for true items and 1 to 4 for untrue items. Reverse scoring for some items is also required

A high score (for example, score of 4), Indicates a maximum of the behaviour that is predicted to be associated with parental rejection, namely high hostility /aggression, dependence negative, self esteem , negative self adequacy, emotional unresponsiveness emotional instability and negative world view.

Reliability & Validity : Cronbach's co-efficient alpha was used as principal measure of test reliability, co-efficient alpha is a measure of internal consistency of items within a scale.

A high alpha indicates that all items in a scale are sampling the same content area. The reliability score of this questionnaire is range from 0.73 to 0.85 with a median reliability of 0.81 for child version, alphas range from 0.46 to 0.74 with the median reliability of 0.63.

Concurrent validity of PAQ shows that all seven scales of PAQ are significantly (P.001) related to their respective validation scales with the exception of the negative self adequacy scale which correlates with its criterion scale at the P.50 level. Its low correlation is (r=.14). The range of validity correlation of this questionnaire is 0.25 to 0.67 for all seven scales.

Development of local norms of PAQ child

Hindi version of personality assessment questionnaire (PAQ-Child) was prepared by Jai Prakash and developed norms on the population of the metropolitan city. Since the population of the present investigation constitutes urban and rural student of district Jalaun with an age group of 10-17 years. Therefore it was deemed important to develop separate norms for PAQ-Child for the population on which study was to be carried out. For this purpose, raw scores obtained by the population (urban/rural) are given in forms of frequency distribution. However the statistical computations were done for the scores. Mean, S.D., Q.D., Values are given table no-2.

Table No. 2 : Frequency distribution mean, S.D., Q_1 and Q_3 on PAQ-Child

C.I.	f	Cmf
60-64	6	6
65-69	16	22
70-74	19	41
75-79	32	73
80-84	35	108
85-89	48	156
90-94	48	204
95-99	33	237
100-104	36	273
105-109	18	291
110-114	7	298
115-119	2	300

Mean = 88.52

S.D. = 12.05

 Q_1 = 79.79 Q_3 = 97.69

On the basis of above statistical computations the population (urban/rural) was classified in to three categories that i.e. accepted child (Q_1) rejected Child (Q_3). The table no.3 shows the three level of the population.

Table No.-3 : Showing the norms for PAQ-Child

Status Categories	Distribution of raw scores
Accepted Child	80 and Below
Average child	81-97
Rejected Child	98 and above

2- Parental Acceptance - Rejection Questionnaire (PARQ Mother)

The PARQ-Mother is a self-report questionnaire, where a parent (usually a mother) responds to her perception about the way she treats her child in terms of warmth /affection, hostility /aggression, indifference /neglect and undifferentiated rejection .

i- Warmth /Affection : Refers to parents -child relationships where parents are perceived to sign love or affection without qualification , but not necessarily with great demonstration.

ii- Hostility /Aggression Refers (a) to conditions where the child believes to his parents are angry, bitter or resentful of him (i.e. perceived hostility) or (b) to conditions where the child believes his parents intend to hurt him physically or verbally (i.e. perceived aggression)

iii- Indifference /Neglect : Refers conditions where the child sees his parents as unconcerned or uninterested in him.

iv- Undifferentiated Rejection : Refers to conditions where the child sees his parents as withdrawing warmth from him (i.e. they are seen as rejecting him)

In PARQ Scale warmth/affection contains 20 items hostility /aggression and neglect /indifference each contains 15 items and the fourth undifferentiated rejection contains 10 items for a total of 60 items in all in the questionnaire . All items are averaged in cyclical order as shown as the PARQ scorings sheet.

Scoring Systems - The items are scored as follows -

TRUE of My Mother		No TRUE of My Mother	
<u>Almost always true</u>	<u>sometimes true</u>	<u>Rarely true</u>	<u>Almost never true</u>
<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

Seven items in the indifference /neglect (viz.) items 7, 14, 21,28, ,35 ,42, 49) must be reversed scored . That is , all scale including this one are designed so that a high score indicates maximum warmth /affection, maximum hostility /aggression, maximum neglect/indifference or maximum undifferentiated rejection.

Development of local norms of PARQ mother - Hindi version of personality assessment rating questionnaire (PARQ-mother) was prepared by Jai Prakash and developed norms on the population of the metropolitan city . Since the population of the present investigation constitutes of urban and rural students of district Jalaun, with an age group of 10-12 years. Therefore it was deemed important to develop separate norms of PARQ-mother for population on which study was to be carried out. For this purpose, raw scores obtained by the population (urban/rural) are given in forms of frequency distribution. However the statistics was computed like mean S.D., Q.D., values which are given in table no.4.

Table no.- 4 : Frequency distribution, mean, SD, Q_1 and Q_3 values on PARQ -Mother

C.I.	f	cmf
121-125	4	4
126-130	8	12
131-135	15	27
136-140	25	52
141-145	46	98
146-150	60	158
151-155	50	208
156-160	35	243
161-165	32	275
166-170	15	290
171-175	8	298
176-180	2	300

Mean = 150.25
 S.D. = 11.16
 Q_1 = 143.0
 Q_3 = 157.93

On the basis of above statistical calculation the population (urban/rural) was classified in to three categories i.e. accepted child (Q_1) rejected child (Q_3). The table no 5 shows to three levels of the population.

Table no. 5 - Showing the norms PARQ-mother

Status Categories	Distribution of raw score
Accepted child	143 and below.
Average child	144-457
Rejected child	158 and above

4- THE COLLECTION OF DATA

The sample for the study was selected in age group of 11 to 15 years from rural as well as urban areas. The name of schools from which the samples were drawn have already been mentioned. The principles of these schools were contacted personally. The importance and the utility of the study was explained to them. All of the principles as well as teachers took a keen interest in the research work and they provided all necessary facilities in the schools for data collection.

The following procedure was followed for data collection purpose. In the beginning , the investigator gave an orientation lecture to the student, in the group. They were acquainted with the purpose of the study through lecturer. Every 5th student from the attendance register was selected from each class . Those student who were selected were administered upon PAQ child on a group of not more than 25 student at a time .

The student were assured that their responses would be kept strictly confidential. They were requested to answer frankly and give correct information.

The test booklets were distributed to the subjects. They were asked to fill in general information and were then asked to go through the instruction given on first page. After this the instructions were again repeated by the investigator to clear doubts, if any. There were 42 items and each has four alternative and the respondent were required to tick the one he preferred.

In some cases, the entire questionnaire has to read by the investigator. Moreover, investigator encouraged children to complete the questionnaire by themselves, if at all possible.

It was explained to the respondent that there was not right or wrong answer to the items and they are encouraged to report how they really feel about themselves not how they should like themselves.

Thus testing time averaged about 30 minutes a group and some times longer as the research had to explain the meaning of certain items as well as to collect additional subjected information through interview.

Testing and scoring were done by the investigator personally for the purpose of maintaining uniformity. The protocols of all the subjects were scored according to the instruction in the manual.

On the completion of PAQ-Child test, the PARQ-Mother test was also administered on the subject's mothers individually. The mother were contacted personally, utility of the study was explained to them. They took a keen interest in the research work. The respondents were asked to fill in the general information and were then asked to go through the instructions.

There were 60 items and each has four alternative and the respondent were required to mark (✓) one he preferred. The completion of this test

required an average of about 30, minutes excepting in few cases where the researcher had to explain the meaning of certain items.

After collecting all the data the investigator was ready for analysis to draw conclusion which are discussed in the next chapter.

5- STATISTICAL ANALYSIS

The statistical operation to be followed for the present investigation involve parametric technique. The parametric statistical technique used includes computation of Mean, Standard deviation, Quartile deviation, 't' test. Mean, S.D., and "t" tests were used mainly for finding out differences between sub-groups. Quartiles were computed for getting highest (rejected group) and lowest (accepted group) 25% cases on PARQ mother and PAQ child scales , for the purpose of local norms. The other descriptive methods like bar diagrams were also used to compare the relative differences between two sub groups.

CHAPTER - 4

**PRESENTATION
AND
INTERPREPATION
OF DATA**

CHAPTER -4

PRESENTATION AND INTERPRETATION OF DATA

Table 6 : Mean and SDs of the four dimensions of PARQ scores of the Mothers (N=300)

	1	2	3	4	Total
Mean	67.95	36.46	23.71	22.25	150.39
S.D.	6.11	6.92	4.47	3.67	10.88

Note -

- | | |
|--------------------------|---------------------------------|
| 1- Warmth /Affection | 3- Neglect /Indifference |
| 2- Aggression /Hostility | 4- Rejection (Undifferentiated) |

Table 7 - Mean and SDs of the Seven dimentions of PAQ Scores of children (N=300)

	1	2	3	4	5	6	7	Total
Mean	11.67	16.65	11.02	11.83	11.41	15.21	10.94	88.56
S.D.	3.69	2.5	2.97	2.94	2.97	3.23	2.52	11.92

Note :-

- | | |
|-------------------------|-------------------------------|
| 1- Hostility/Aggression | 4- Negative Self-adequacy |
| 2- Dependency | 5- Emotional Unresponsiveness |
| 3- Negative Self-Esteem | 6- Emotional Instability |
| | 7- Negative World View |

Table 6 -

This table shows the mean and standard deviation (SD) scores of the mother PARQ scores for both boys and girls in the higher and lower income groups. Here it includes the total number of mother (N=300) Urban and Rural locations (i.e. 150 numbers each). The mean and SDs of the four dimensions of the mother PARQ are (when n=300) mean = 67.95, 36.46, 23.71, 22.25, with total mean 150.39 and SD = 6.11, 6.92, 4.47, 3.67 with the total S.D. value 10.88 respectively.

Table 7 -

This table shows the mean and SD of the seven personality dimensions of the child PAQ scores of all children. This also includes the Boys and Girls of higher and lower income groups of Urban and Rural locations. The total number here is also 300 [(n=300, i.e. 150 (Boys and Girls) each from both the groups. (Rural and Urban Locations)]. The mean and standard deviations of the seven dimensions of the Child PAQ scores of all children are: Mean = 11.67, 16.65, 11.02, 11.83, 11.41, 15.21, 10.94; with total Mean 88.56 respectively and SDs = 3.69, 2.50, 2.97, 2.94, 2.97, 3.23, 2.52 with total SD 11.99 respectively.

Table 8 - Mean and SD values of Accepted and Rejected Mother Groups

	Mean	SD
Accepted (43 and below) (n= 73)	136.57	5.38
Rejected(158 and above) (n=79)	164.02	4.86

Table 9 - Mean and SD Values of Accepted and Rejected child Groups.

	Mean	SD
Accepted (80 and below) (n= 76)	72.89	5.32
Rejected(98 and above) (n=73)	104.05	4.58

Table 8 -

This table reveals the mean and SD scores of the Accepted and Rejected Mother Groups. Here the scores for the Accepted Mother Groups were taken as 43 and below after formulation which included 73 Mothers in the accepted groups. Here the mean and SDs for the accepted mother groups are shown as $n=73$, $\bar{X} = 136.57$, $\Sigma = 5.83$ (PARQ Scores = 43 and below)

Likewise the scores for the Rejected Mother groups were taken as 158 and above after formulation which included Mothers in the Rejected Groups. Here the mean and SDs for the Rejected Mother groups are shown as $n= 79$, $\bar{X} =164.02$, and $\Sigma = 4.86$ (PARQ Score is 15.8 and above)

Table 9 -

This table reveals the mean and SD values of the Accepted and Rejected Children Groups. Here the score for the Accepted Children Groups were taken as 81 and below after formulation which revealed ($n=76$) 76 children in the Accepted Groups. Here the mean and SDs for the Accepted groups of children are shown as $n=76$, $\bar{X}=72.89$, $\Sigma =5.32$ (PAQ Score is 81 and below)

Similarly the scores for the Rejected Children Groups were taken as 99 and above after formulation which included 73 ($n=73$) in the Rejected Groups. Here the mean and SDs for the Rejected Groups of children are shown as $n =73$, $\bar{X} = 104.05$ and $\Sigma = 4.58$ (PAQ Score is 99 and above)

Table 10 - Mean and SD values of Accepted and Rejected Boys Groups

	Mean	SD
Accepted (80 and Below) (n=41)	73.35	4.98
Rejected (98 and above) (n=98)	104.03	4.53

Table 11 - Mean and SD values of Accepted and Rejected Girls Groups

	Mean	SD
Accepted (80 and Below) (n=35)	72.38	5.66
Rejected (98 and above) (n=34)	104.06	4.61

Table 10 -

This table shows the mean and SD values of Accepted and Rejected Boys Groups. Here the scores for the Accepted Groups of Boys were taken as 80 and below after formulation which included 41 Boys in Accepted Groups. The mean and SDs for the Accepted Group of Boys are shown as $n = 41$, $\bar{X} = 73.35$, $\Sigma = 4.98$ (PAQ score 80 and Below).

The Score for the Rejected Groups of Boys were taken as 98 and above after formulation which came to 39 Boys in the Rejected Groups. The mean and SDs from the Rejected groups of boys are given as $n = 39$, $\bar{X} = 104.03$, $\Sigma = 4.53$ (PARQ Score 98 and Above).

Table 11 -

This table shows the mean and SD values of Accepted and Rejected girls groups . Here the score for the accepted groups of girls were taken 80 and below after formulation which included 35 girls in the accepted groups. The mean and SDs for the Accepted Groups of Girls are shown as $n=35$, $\bar{X}=72.38$ $\Sigma= 5.66$

The score for the rejected groups of girls were taken as 98 and above after formulation which shows 34 girls in the Rejected Groups. The mean and SDs for the Rejected Groups of girls are shows $n = 34$, $\bar{X} = 104.06$ $\Sigma= 4.61$

Table 12 - Mean and SD Values of Accepted and Rejected Mothers Groups in respect of Personality Dispositions.

Personality Dispositions	Accepted(n=73)		Rejected (n=79)	
	Mean	S.D.	Mean	S.D.
1	68.91	6.16	68.47	6.28
2	24.47	5.29	43.31	4.09
3	20.65	3.60	26.71	4.45
4	18.60	3.06	25.41	2.54

- 1- Warmth /Affection
- 2- Aggression /Hostility
- 3- Neglected/indifference
- 4- Rejection (Undifferentiate)

Table 12 -

This table shows the mean and SD values of Accepted and Rejected Mother Groups in respect of their personality dispositions.

Here both the groups revealed remarkable difference in their mean and SDs values so far as their personality dimensions are concerned. Here the Rejected Mother Group scored higher values in three parameter out of the four personality dimensions as Aggression/Hostility, Neglect/ Indifference and Rejection (Undifferentiated). The values are shown as :-

Accepted Mother Group (Mother PARQ Score n=73)

$$\bar{X} = 68.91, 24.47, 20.65, 18.60$$

$$\Sigma = 6.16, 5.29, 3.60, 3.06$$

Rejected Mother Group (Mother PARQ Score n= 79)

$$\bar{X} = 68.47, 43.31, 26.71, 25.41$$

$$\Sigma = 6.28, 4.09, 4.45, 2.54$$

Table 13 - Comparison between Boys and Girls across Personality Dispositions

Personality	Boys				Girls			
Disposition	Accepted (n=41)		Rejected (n=39)		Accepted (n=35)		Rejected (n=34)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	8.57	2.21	14.54	3.12	8.2	1.93	14.65	4.09
2	15.42	2.17	18.10	1.79	15.43	2.68	18.27	3.16
3	8.61	1.58	13.31	2.02	8.23	1.87	12.86	2.89
4	9.61	2.49	14.52	2.05	8.8	2.21	13.65	2.21
5	9.29	2.26	13.34	2.23	9.20	3.37	13.92	2.57
6	11.98	2.69	16.59	2.63	12.98	2.24	18.39	2.64
7	9.61	0.99	13.24	3.12	9.72	1.12	13.36	2.93

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self-Esteem
- 4- Negative Self-adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 13 -

This table shows the mean and SDs comparison between Boys and Girls across Personality Disposition.

The mean of boys and girls in the Accepted Groups (n=41 and n=35) are 8.57 and 8.2 respectively as regards to Hostility /Aggression. In the Rejected Boys and Girls group the mean scores are 14.54 and 14.65 respectively. Thus, the mean scores of Boys and Girls in two groups show definite difference as regards to Hostility/aggression. Boys and Girls in the Rejected Groups are observed to be more Hostile and Aggressive than the Accepted Groups.

As per Dependency is concerned , the mean of Boys and Girls are 15.42 and 15.43 respectively in the Accepted Group and 18.10 and 18.27 in the Rejected Group. This shows that there are increased dependency in Rejected Boys and Girls.

Moreover, in respect of Negative Self-esteem and Negative Self-adequacy, the mean of Boys and Girls in the Accepted Group are 8.61 , 8.22 and 9.61 and 8.8 respectively and in the Rejected Boys and Girls it is 13.31, 12.86, 14.52 and 13.65 respectively. It shows that the Negative Self-adequacy in case of Accepted Girls are lesser in comparison to the boys whereas it is significantly higher in case of Rejected Boys and Girls.

On Emotional unresponsiveness the mean obtained are 9.29 and 9.2 respectively in Accepted Boys and Girls Group, while in Rejected groups it is 13.34 and 13.92 respectively. It shows that Emotional unresponsiveness is higher in Rejected Boys and Girls that too it is more in Rejected Girls.

As far as Emotional Instability and Negative World View are concerned the mean scores in case of Accepted Boys and Girls are 11.98, 12.98, 9.61 and 9.72 respectively and in case of Rejected Boys and Girls group it is 16.59, 18.39 and 13.24 and 13.36 respectively. This shows that the Accepted Girls revealed definite difference as to their Emotional instability are concerned. They seem to be emotionally unstable.

From the above findings it is observed that the Boys and Girls in the Rejected group are more Hostile and aggressive, more Dependent and they are observed to have higher Negative Self-adequacy. Emotional Unresponsiveness and are also emotionally unstable.

Table 14 - Test of significance of difference ('t') between Accepted Boys and Girls (PARQ Scores)

Groups	N	Mean	SD	df	't'	P<
Accepted Boys	41	73.35	4.98	74	0.79	NS
Accepted Girls	35	72.38	5.68			

Table 15 - Test of significance of difference ('t') between Rejected Boys and Girls (PARQ Scores)

Groups	N	Mean	SD	df	't'	P<
Rejected Boys	39	104.03	4.55	71	0.03	NS
Rejected Girls	34	104.06	4.61			

Table 14 & 15

These tables are 't' test table showing mean, SDs and 't' values and test of statistical significance in case of Accepted Boys and Girls, Rejected Boys and Girls ; Accepted Boys and Rejected Boys ; Accepted Girls and Rejected Girls respectively.

Table 14 shows the test of significance of difference ('t' test) between the mean of Accepted Boys group ($n = 41$, $\bar{X} = 73.35$ $\Sigma = 4.98$ and Accepted Girls Group ($n=35$, $\bar{X} = 72.38$ $\Sigma= 5.94$) respectively. This shows that these two group did not differ significantly as far as 't' value is concerned. The 't' (74) = 0.79 which is statistical non-significant ($p < NS$)

Table 15 also shows the test of significance of difference ('t' test) between the mean of Rejected Boys group ($n=39$, $\bar{X} = 104.03$, $\Sigma= 4.55$) and Rejected Girls group ($n= 34$, $\bar{X} = 104.06$, $\Sigma=4.61$). These two groups did not differ significantly statistical as far as the 't' value is concerned. The 't' (71) = 0.03 which is statistically non-significant ($P < NS$)

Table 16 - Test of significance of difference ('t') between Accepted and Rejected Boys (PARQ Scores)

Groups	N	Mean	SD	df	't'	P<
Accepted Boys	41	73.35	4.98	78	28.7	0.01
Rejected Boys	39	104.03	4.55			

Table 17 - Test of significance of difference ('t') between Accepted and Rejected Girls (PARQ Scores)

Groups	N	Mean	SD	df	't'	P<
Accepted Girls	35	72.38	5.66	67	25.34	0.01
Rejected Girls	34	104.06	4.61			

Table 16 -

This table shows the test significance of difference ('t' test) between the mean of Accepted Boys group ($n=41$, $\bar{X} = 73.56$, $\Sigma = 5.49$) and Rejected Boys group ($n=39$, $\bar{X} = 104.03$, $\Sigma=4.55$) respectively. This reveals that these two groups differ significantly statistically as far as the 't' value is concerned. The 't' value 28.7, which is statistically significant at 0.01 level.

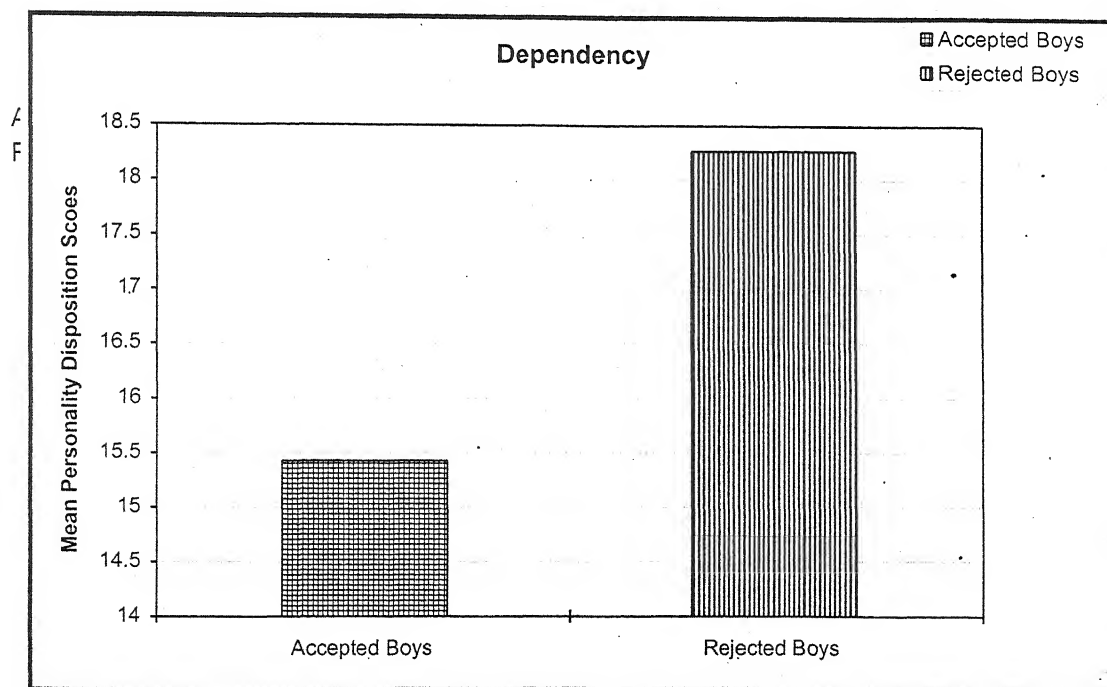
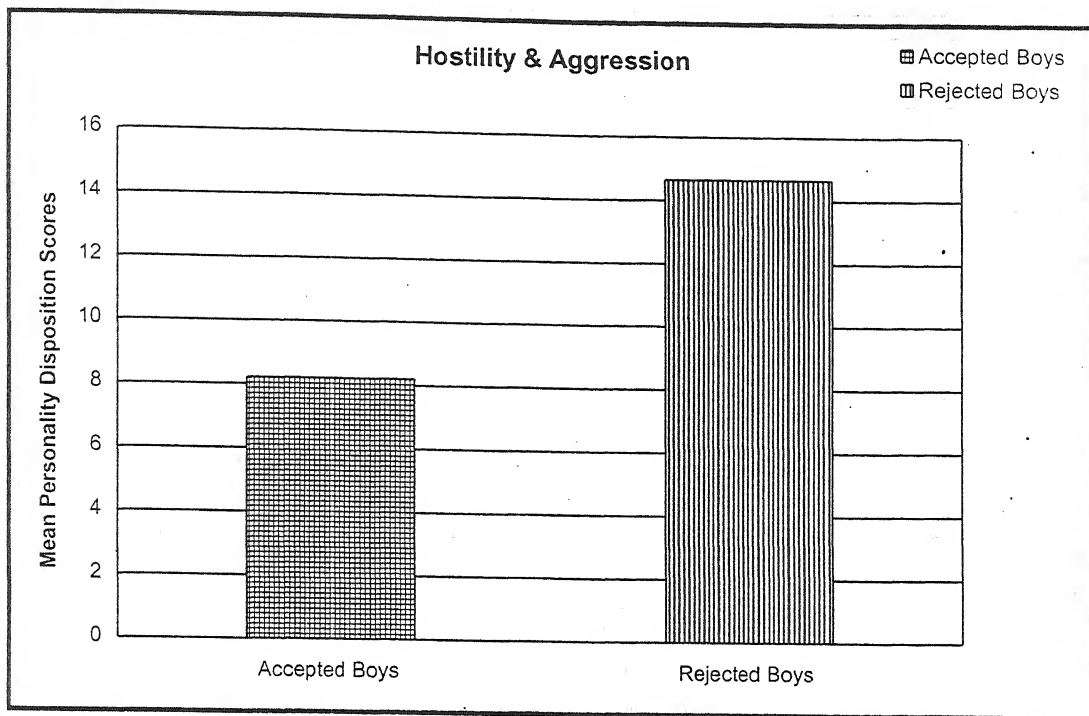
Table 17 -

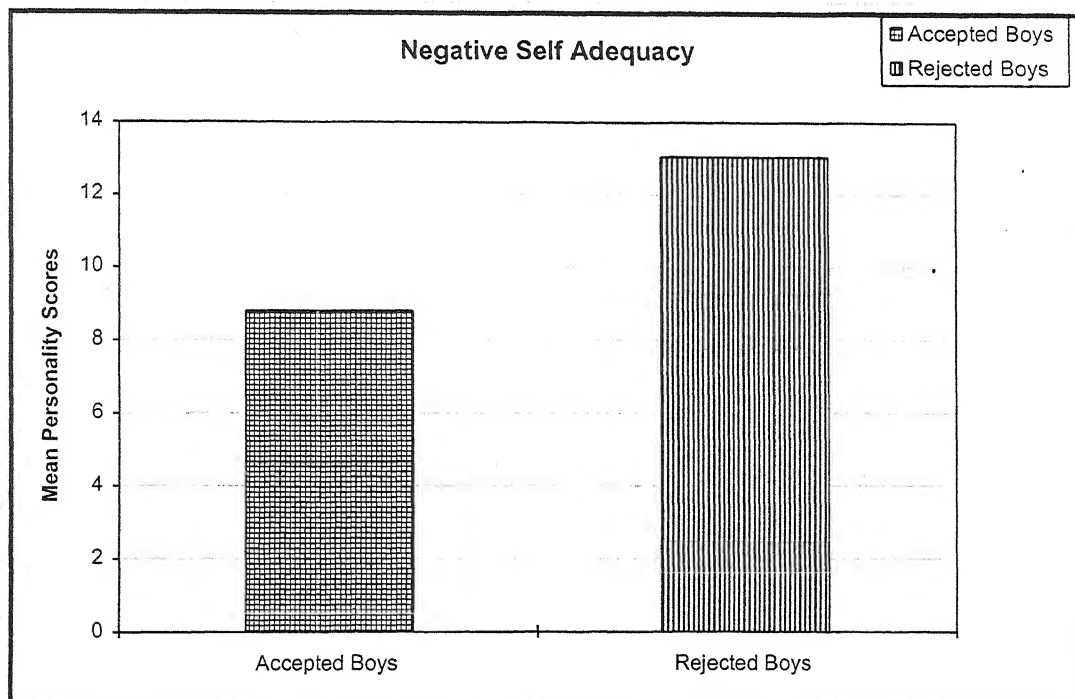
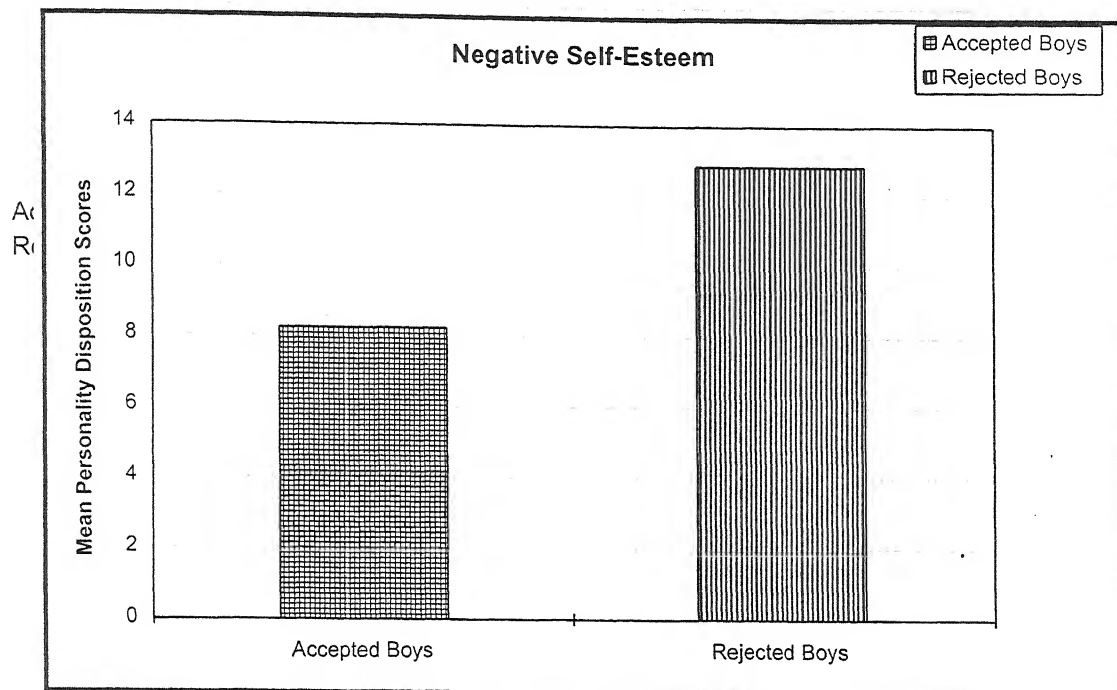
This table reveals the test of significance of difference between the mean of Accepted Girls group ($n=35$, $\bar{X}=72.38$, $\Sigma=5.66$) and Rejected Girls group ($n=34$, $\bar{X}=104.06$, $\Sigma= 4.61$). This shows that these two group differ significantly so far as the 't' value is concerned. The 't' value is ($df=67$) 25.34 which is statistical significant at 0.01 level.

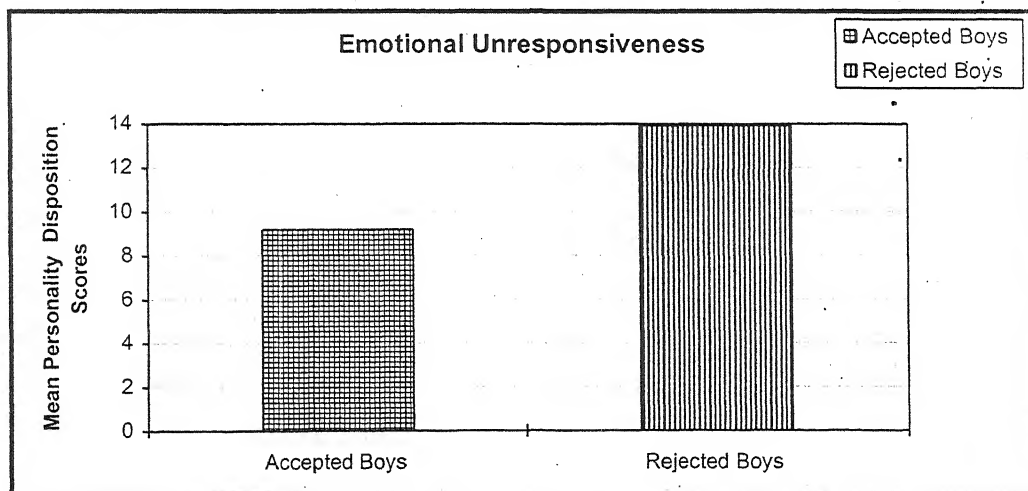
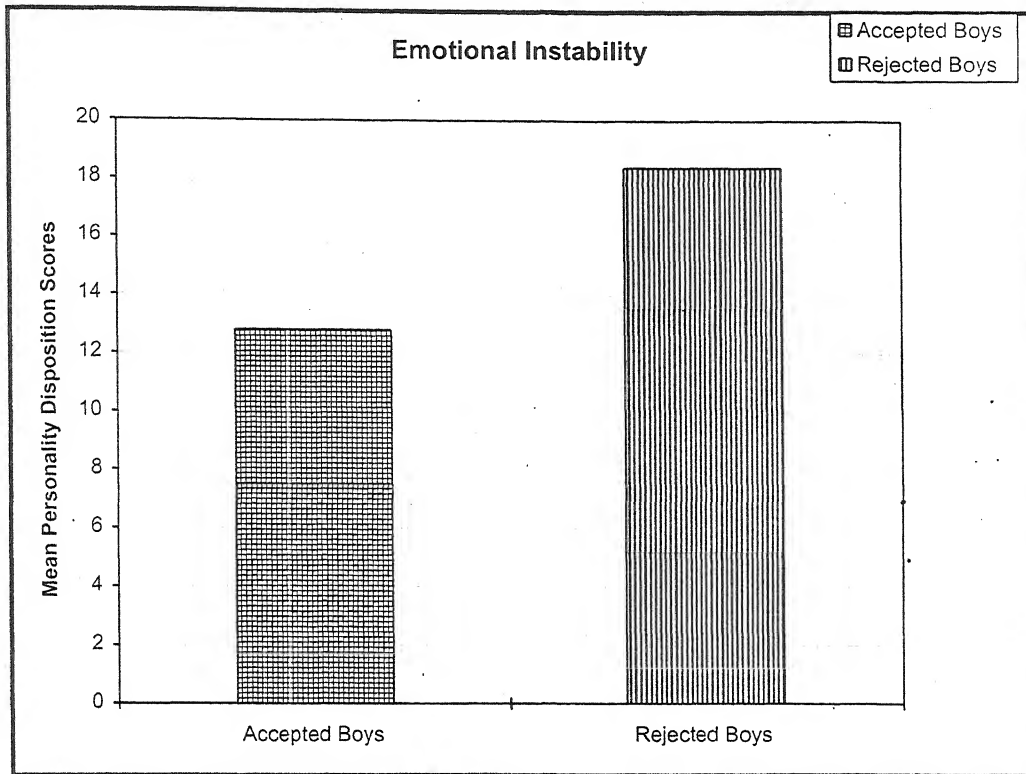
Table 18 - Comparison of Accepted and Rejected Boys Groups with regard to Personality Dispositions.

Personality Dispositions Groups		1	2	3	4	5	6	7
Accepted Boys (n=41)	Mean	8.57	15.42	8.61	9.61	9.29	11.98	8.61
	S.D.	2.21	2.17	1.58	2.49	2.26	2.69	0.99
Rejected Boys (n=39)	Mean	14.54	18.10	13.31	14.52	13.34	16.59	13.24
	S.D.	3.12	1.79	2.02	2.05	2.23	2.63	3.17
	df	78	78	78	78	78	78	78
	t	9.63	5.96	11.58	4.43	7.94	7.77	673
	P<	0.01	0.01	0.01	0.01	0.01	0.01	0.01

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self-Esteem
- 4- Negative Self-Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View







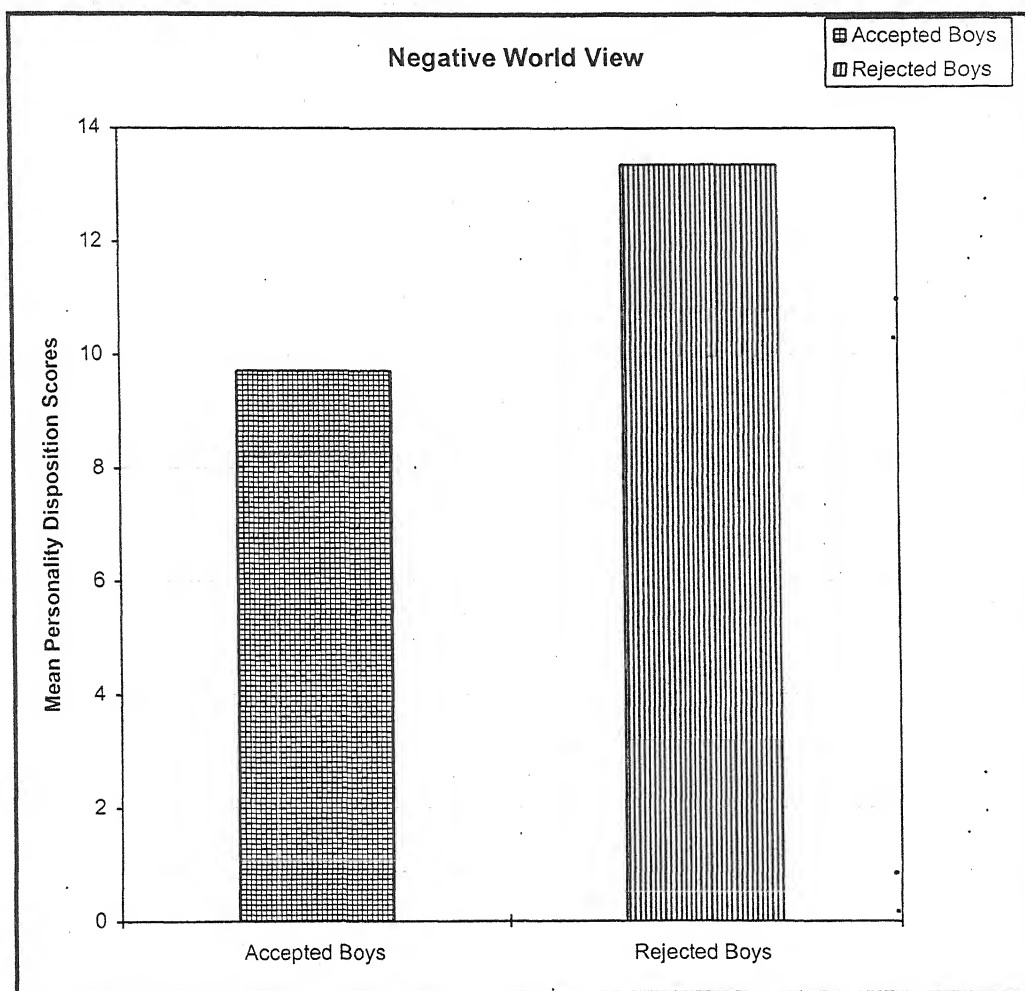


Table 18 -

This table shows the comparative score of Accepted and Rejected Boys group with regard to their personality Dispositions.

It presents the mean and standard deviations of each of the seven personality dimension scores of Accepted (n=41) and Rejected (n=39) Boys.

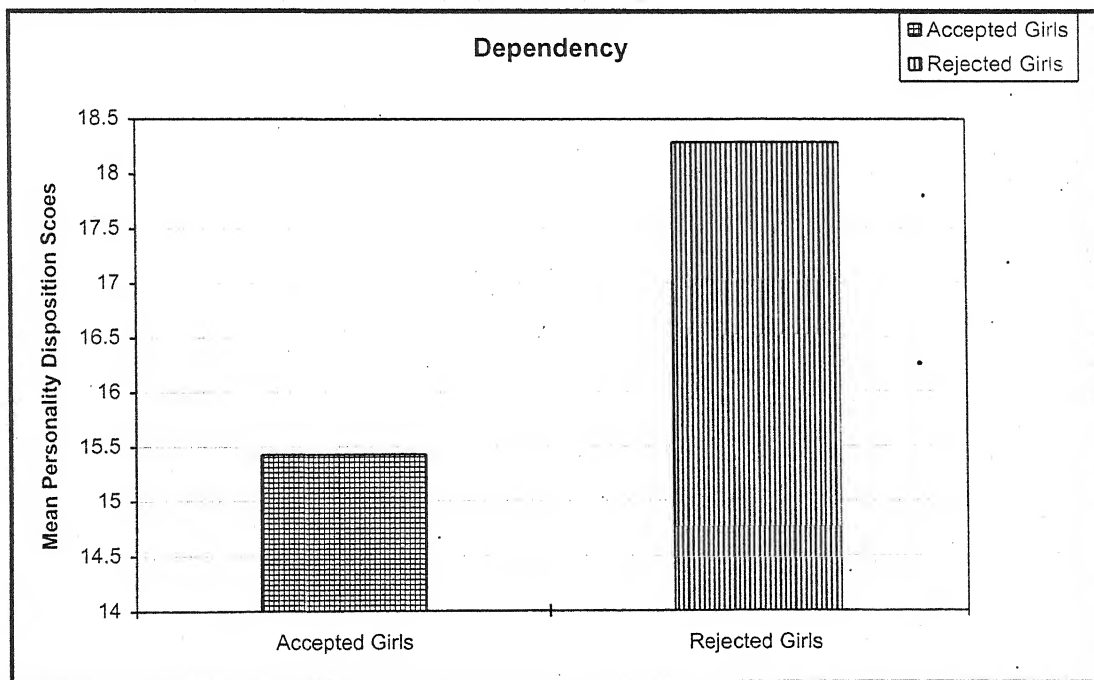
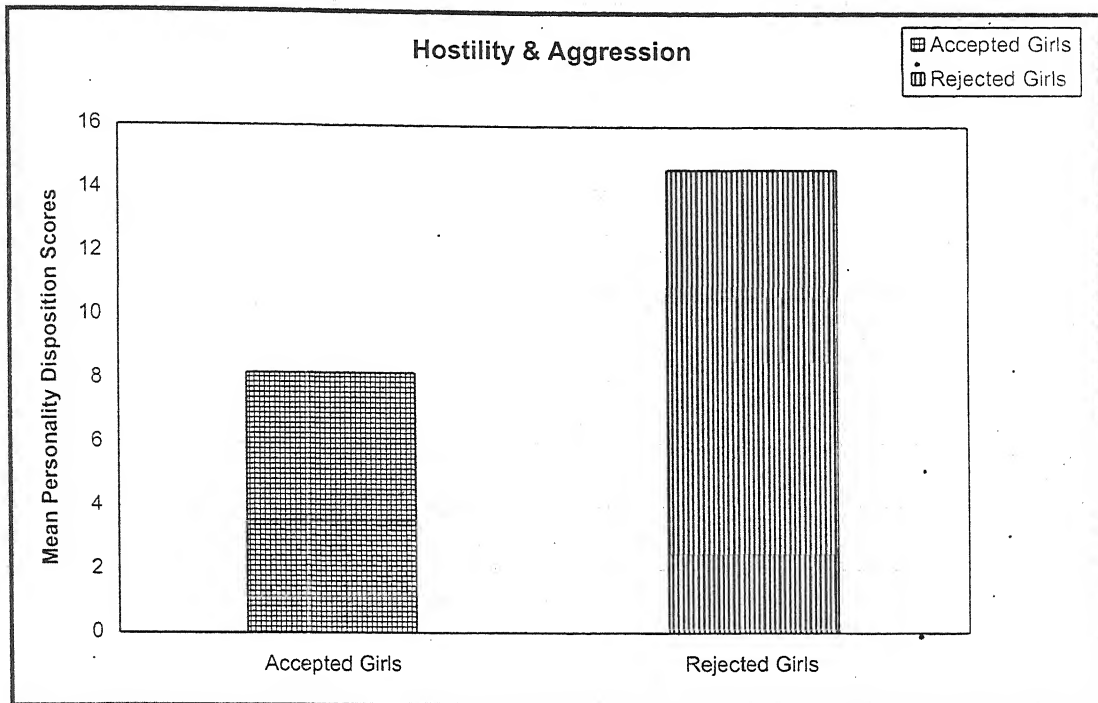
This table also presents the test of significance of difference between the mean of the two groups on each of the seven personality dimensions.

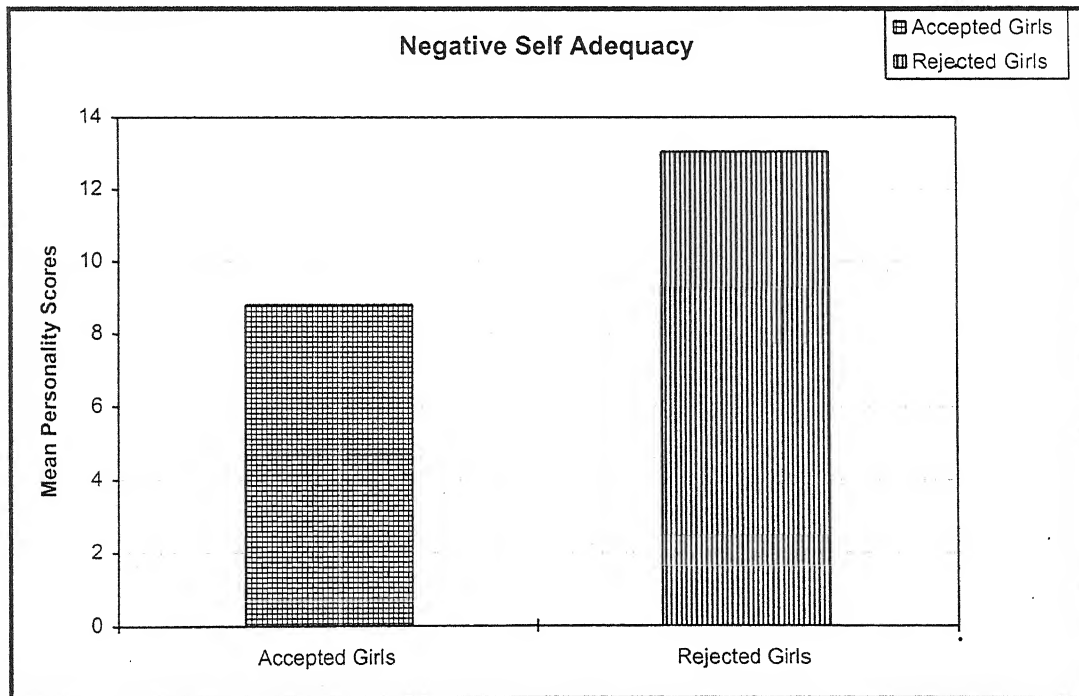
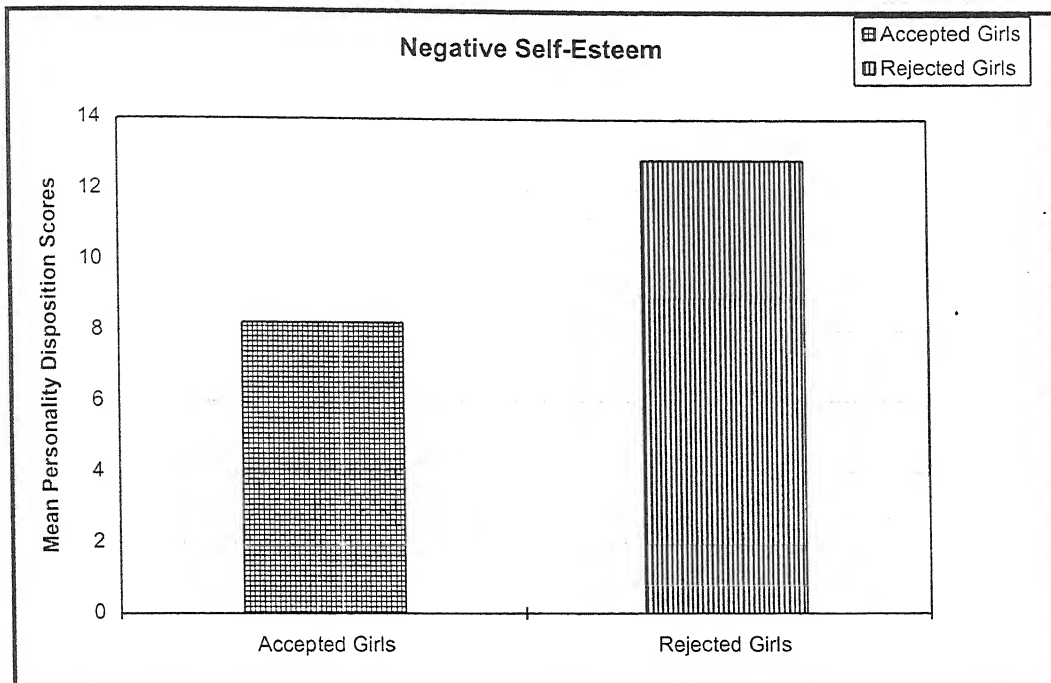
It is observed that the mean of the Rejected groups on each of the seven personality dimensions (m = 14.54, 18.10, 13.31, 14.52, 13.34, 16.59 and 13.24 respectively) are significantly greater than those of the Accepted Groups (m=8.57, 15.42, 8.61, 9.61, 9.29, 11.98 and 8.61 respectively) In the absence of any remarkable differences invariably these results clearly demonstrate that the rejected Boys scored higher and showed greater Hostility and Aggression, Dependency, Negative Self-Esteem, Negative Self-Adequacy, Emotional unresponsiveness Emotional instability and Negative World View. They scored statistically significant difference beyond 0.01 ($p < 0.01$) level of confidence in all the seven personality dispositions i.e. Hostility/Aggression, Dependency, Negative Self-Esteem, Negative Self Adequacy, Emotional Unresponsiveness, Emotional Instability and Negative World View.

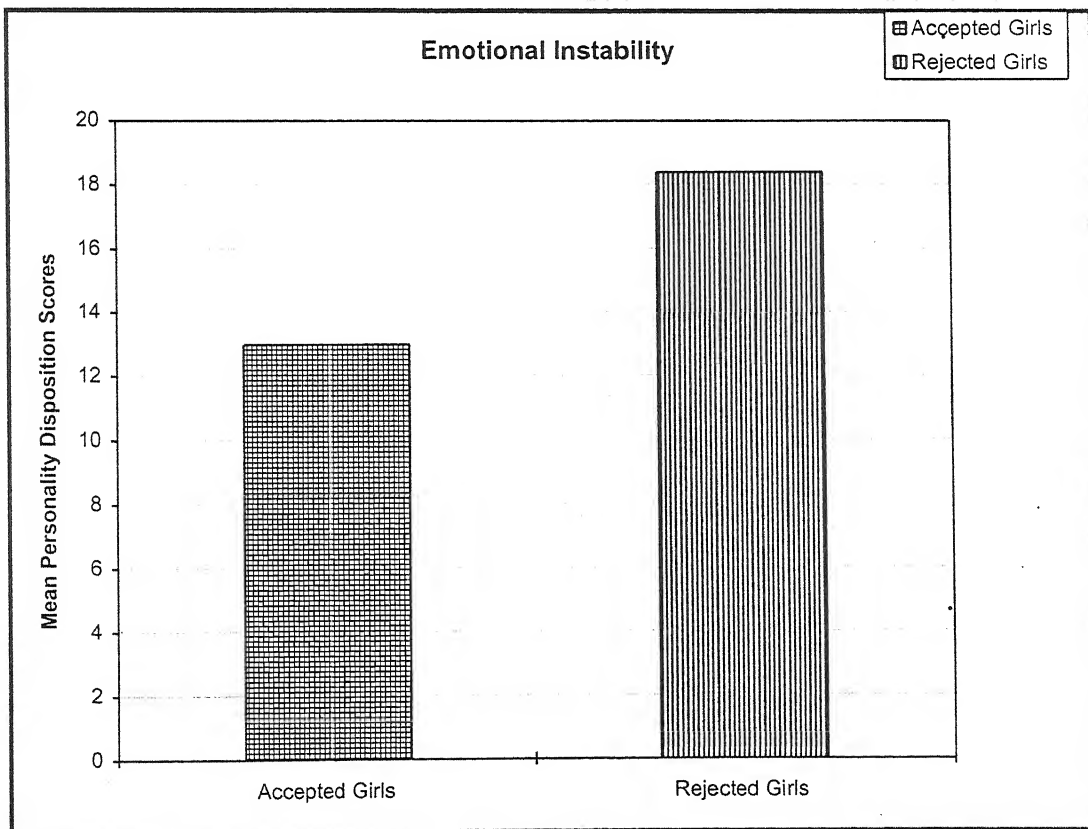
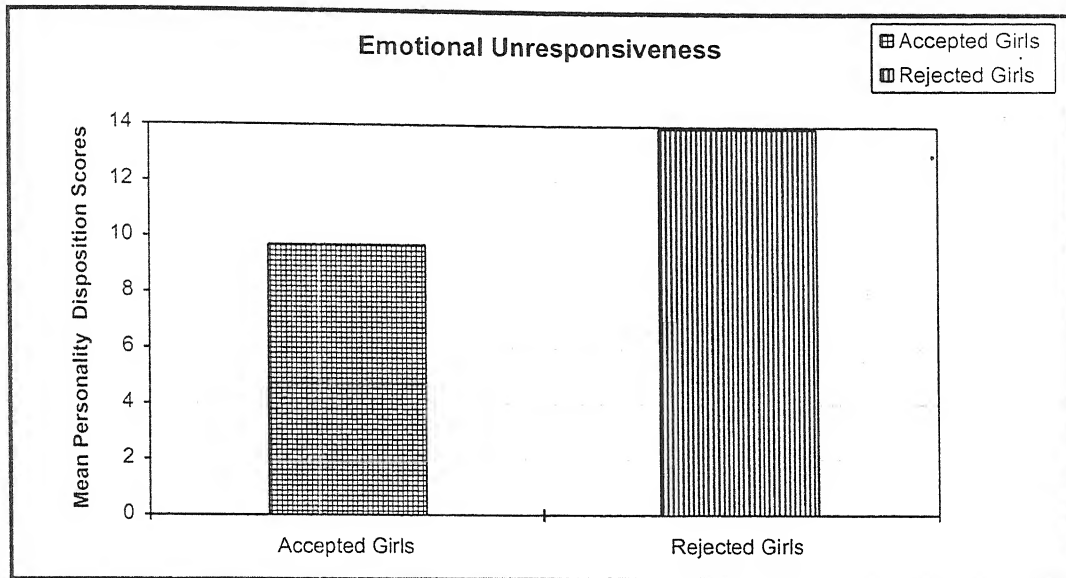
Table 19 - Comparison of Accepted and Rejected Girls Groups with regard to Personality Dispositions

Personality Dispositions		1	2	3	4	5	6	7
Groups								
Accepted Girls (n=35)	Mean	3.20	15.43	8.23	8.80	9.20	12.98	9.72
	S.D.	2.31	2.68	1.87	2.21	3.37	2.24	1.12
Rejected Girls (n=34)	Mean	14.65	18.27	12.86	13.05	13.92	18.39	13.36
	S.D.	3.08	2.41	2.82	2.70	1.72	1.38	3.87
	df	67	67	67	67	67	67	67
	t	8.07	4.03	8.12	1.28	6.56	9.17	6.75
	P<	0.01	0.01	0.01	N.S.	0.01	0.01	0.01

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self-Esteem
- 4- Negative Self-Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View







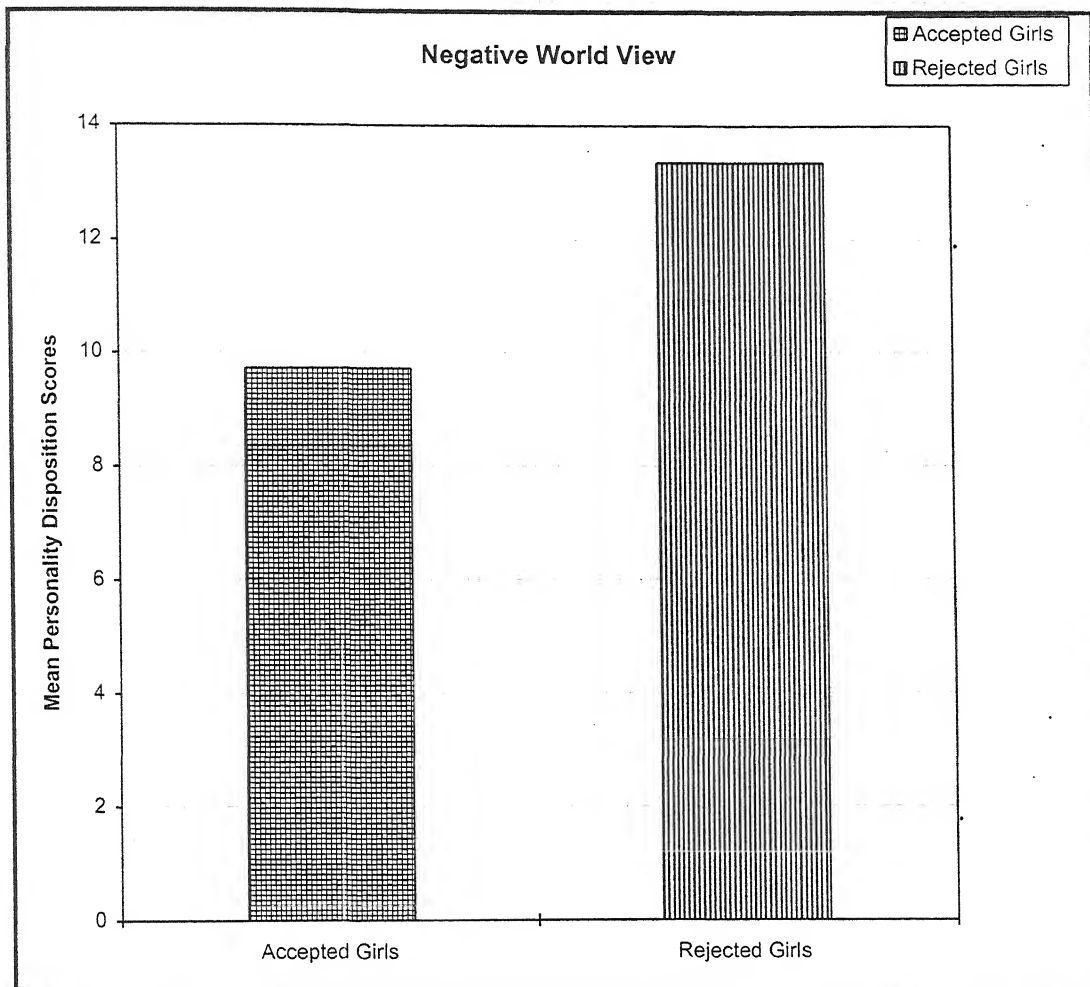


Table - 19

This table shows the comparative score of Accepted and Rejected group with regard to their Personality Dispositions.

It presents the mean and standard deviation scores of each of the seven personality dimensions of Accepted (n=35) and Rejected (n=34) Girls.

This table also presents the results of the tests of significance of difference between the mean of the two groups on each of the seven personality scores.

It observed that the mean of the Rejected Girls group on each of the seven personality dimensions (M= 14.65, 18.27, 12.86, 13.05, 13.92, 18.39, and 13.36 respectively). In the absence of an remarkable differences invariability these results clearly demonstrated that the Rejected Girls scored higher and showed greater Hostility /Aggression, Dependency, Negative Self-esteem, Emotional unresponsiveness, Emotional Instability and Negative world View. They scored statistically significant difference beyond 0.01 ($P < 0.01$) level of confidence in the above parameters of the personality dimensions. On only one personality disposition i.e. Negative Self-adequacy there is not any significant difference between the accepted and rejected girls ($t = 1.28$, N.S.).

Table 20- Comparison of Accepted and Rejected Mothers Groups with regard to Personality Dispositions.

Personality Dispositions		1	2	3	4
Groups					
Accepted Mothers (n=73)	Mean	68.91	24.47	20.65	18.60
	S.D.	6.16	5.29	3.60	3.06
Rejected Mothers (n=79)	Mean	68.47	43.31	26.71	25.41
	S.D.	6.28	4.09	4.45	2.54
	df	150	150	150	150
	t	0.44	23.85	8.19	14.81
	P<	N.S.	0.01	0.01	0.01

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table 20 -

This table reveals the comparative scores of the Accepted and Rejected Mothers groups with regard to their personality dimensions.

It also presents the mean and standard deviations of the each of the four personality dimension scores of the Accepted (n=73) and Rejected (n=79) mother group.

The mean and standard deviation score for the Accepted Mothers group are Warmth/Affection (n=73, \bar{X} =68.91, Σ =6.16) .Neglect /Indifference and Rejection (Undifferentiated) groups (n=73), \bar{X} =20.65, Σ =3.60, and \bar{X} =18.60, Σ =3.06 respectively and for the rejected mothers group the scores are: Warmth/Affection (n=79), \bar{X} =68.47, Σ =6.28, Aggression/Hostility \bar{X} =43.31, Σ =4.09, Neglect /Indifference \bar{X} =26.71, Σ =4.45 and in Rejection (Undifferentiated) the score is \bar{X} = 25.41, Σ = 2.54 respectively.

From the above It is observed that these two group differ to a greater degree so far as their mean and standard deviations are concerned. Statistically these two groups show significant differences. On there personality dispositions i.e. Aggression /Hostility, Neglect /Indifference and Rejection (Undifferentiated). The 't' Values are 23.85, 8.19 and 14.81 significant at 0.01 level. On only one personality disposition i.e. Warmth/Affection the two groups did not show any significant difference (t=0.44,N.S.).

Table 21- Mean and SD Values of Accepted Mothers Groups in respect of Income Background

Personality Disposition	Income Background	High Income (n=46)		Low Income (n=27)	
		Mean	S.D.	Mean	S.D.
1		69.11	6.26	68.54	6.90
2		27.72	5.29	29.84	5.11
3		20.22	3.71	21.27	3.59
4		18.66	3.32	18.62	2.46

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect/Indifference
- 4- Rejection(Undifferentiated)

Table 21-

This table reveals the mean and standard deviation values in case of Accepted Mothers group in respect of economic background. The mean and SD Value of Accepted mothers of higher income group (n=46) are shown as -

$$\bar{X} = 69.11, \Sigma = 6.26 \text{ in Warmth /Affection}$$

$$\bar{X} = 27.72, \Sigma = 5.29 \text{ In Aggression /Hostility}$$

$$\bar{X} = 20.22, \Sigma = 3.71 \text{ in Neglect/Indifference}$$

$$\bar{X} = 18.66, \Sigma = 3.32 \text{ in Rejection/Undifferentiated groups}$$

And the mean and SD values of Accepted Mothers of Lower income Group (n=27) are shown as ;

$$\bar{X} = 68.54, \Sigma = 6.09 \quad \text{in Warmth /Affection}$$

$$\bar{X} = 29.84, \Sigma = 5.11 \quad \text{In Aggression /Hostility}$$

$$\bar{X} = 21.27, \Sigma = 3.59 \quad \text{in Neglect/Indifference}$$

$$\bar{X} = 18.62, \Sigma = 2.46 \text{ in Rejection(Undifferentiated groups)}$$

From the above table it is noted that the Accepted mothers group did not reveal any significant difference as far as their Income status is concerned. The values for the four personality dimensions are almost same in both the income group.

Table 22 - Mean and SD values of Rejected Mothers Groups in respect of Income Background.

Personality Disposition	Income Background	High Income (n=27)		Low Income (n=52)	
		Mean	S.D.	Mean	S.D.
1		67.81	5.55	68.39	6.68
2		56.36	8.49	43.43	4.09
3		26.77	4.49	26.74	4.46
4		24.93	3.45	25.50	2.55

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect/Indifference
- 4- Rejection(Undifferentiated)

Table -22

Similarly this table shows the mean and standard deviation values in case of rejected mothers group in respect of Income Background.

The Mean and SD values of Rejected mothers of Higher Income group (n= 27) are shown as :

$\bar{X} = 67.81, \Sigma = 5.55$	in Warmth /Affection
$\bar{X} = 56.36, \Sigma = 8.49$	In Aggression /Hostility
$\bar{X} = 26.77, \Sigma = 4.49$	in Neglect/Indifference
$\bar{X} = 24.93, \Sigma = 3.45$	in Rejection(Undifferentiated)

And the mean and SD Values of Rejected Mothers of Lower Income group (n=52) are shown as :

$\bar{X} = 68.39, \Sigma = 6.68$	in Warmth /Affection
$\bar{X} = 43.43, \Sigma = 4.09$	In Aggression /Hostility
$\bar{X} = 26.74, \Sigma = 4.46$	in Neglect/Indifference
$\bar{X} = 25.5, \Sigma = 2.35$	in Rejection(Undifferentiated)

Here it is observed that the Rejected mother group did not reveal any significant difference as to Warmth /Affection, Neglected /Indifference , rejection (Undifferentiated) in respect of their Income Status.

Table 23 Means and SD Values of Accepted Children Groups in respect of Income Background

Personality Dispositions	Income Background	High Income (n=41)		Low Income (n=35)	
		Mean	S.D.	Mean	S.D.
1		8.25	2.16	8.58	2.01
2		15.49	2.41	15.35	2.43
3		8.39	1.78	8.49	1.67
4		9.27	2.28	9.20	2.53
5		9.20	2.57	8.86	1.79
6		12.69	2.86	12.03	1.97
7		9.66	0.91	9.63	1.18

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 23 -

This table reveals the mean and SD values of Accepted children Groups respect Income Background.

The mean and SD Values of Accepted children or high Income groups are shown as ;

$\bar{X} = 8.25$	$\Sigma = 2.16,$	$\bar{X}=15.49$	$\Sigma =2.41$
$\bar{X} = 8.39$	$\Sigma = 1.78$	$\bar{X}= 9.27$	$\Sigma =2.28$
$\bar{X} = 9.20$	$\Sigma = 2.57$	$\bar{X}=12.69$	$\Sigma =2.86$
$\bar{X}=9.66$	$\Sigma =0.91$		

And Mean & SD Values of Accepted Children of Lower Income Groups are shown as :

$\bar{X} = 8.58$	$\Sigma = 2.01,$	$\bar{X}=15.35$	$\Sigma =2.43$
$\bar{X} = 8.49$	$\Sigma = 1.67$	$\bar{X}= 9.20$	$\Sigma =2.53$
$\bar{X} = 8.86$	$\Sigma = 1.79$	$\bar{X}=12.03$	$\Sigma = 1.97$
$\bar{X}=9.63$	$\Sigma =1.18$		

Running the eye through the values as given above, it is observed that the mean and standard deviation values of the Accepted group did not reveal any significant differences in both the Income groups (Higher and lower) as far as their personality dimensions are concerned.

Table 24 - Means and SD Values of Rejected Children Groups in respect of Income Background

Personality Disposition	Income Background	High Income (n=24)		Low Income (n=49)	
		Mean	S.D.	Mean	S.D.
1		14.61	2.84	14.45	3.83
2		7.87	1.99	18.26	2.75
3		12.74	2.19	13.35	2.52
4		13.70	2.49	14.17	2.17
5		13.35	1.84	13.78	2.60
6		18.05	2.14	17.17	3.02
7		13.27	2.48	12.64	3.32
Total →		104.18	4.28	104.03	4.75

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 24 -

Similarly this table reveals the mean and SD values of Rejected Children Groups in respect of Income Background.

The mean and SD Values of Rejected children of higher Income groups(n=24) are shown as ;

$$\begin{array}{ll} \bar{X} = 14.61 \quad \Sigma = 2.84, & \bar{X}=17.87 \quad \Sigma =1.99 \\ \bar{X} = 12.74 \quad \Sigma = 2.19 & \bar{X}= 13.70 \quad \Sigma =2.49 \\ \bar{X} = 13.35 \quad \Sigma = 1.84 & \bar{X}=18.05 \quad \Sigma =2.14 \\ \bar{X}=13.27 \quad \Sigma =2.48 & \end{array}$$

And Mean & SD Values of Rejected Children of Lower Income Groups (n=49) are shown as :

$$\begin{array}{ll} \bar{X} = 14.45 \quad \Sigma = 3.83, & \bar{X}=18.29 \quad \Sigma =2.75 \\ \bar{X} = 13.35 \quad \Sigma = 2.52 & \bar{X}= 14.17 \quad \Sigma =2.17 \\ \bar{X} = 13.78 \quad \Sigma = 2.60 & \bar{X}=17.17 \quad \Sigma = 3.02 \\ \bar{X}=12.64 \quad \Sigma =3.32 & \end{array}$$

From the above values it is observed that the Rejected children of both the Income groups did not differ as far as their personality dimensions are concerned .

Table 25 - Comparison of Accepted Mother Groups across Income .
Background -

Income Background	Personality Dispositions	1	2	3	4	Total
High (n=46)	Mean	69.11	27.72	20.22	18.66	135.64
	S.D.	6.26	5.29	3.71	3.32	6.34
Low (n=27)	Mean	68.54	29.84	21.27	18.62	137.69
	S.D.	6.90	5.11	3.59	2.46	4.41
	df	71	71	71	71	71
	t	0.36	1.69	1.18	0.08	1.75
	P<	N.S.	N.S.	N.S.	N.S.	N.S.

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table 25 -

This table reveals the comparison of Accepted mothers group across their Income background. This table shows the mean and standard deviation values and also the 't' test values in case of Accepted mothers groups of higher and lower Income groups. Here the Accepted mothers in both the Groups (Higher & Lower) did not reveal any significant difference as far as their mean and SDs are concerned. The Mean and SD values in case of higher Income groups are shown as :

Higher (n=46)

$$\bar{X} = 69.11 \quad \Sigma = 6.26 \quad \bar{X} = 27.72 \quad \Sigma = 5.29$$

$$\bar{X} = 20.22 \quad \Sigma = 3.71 \quad \bar{X} = 18.66 \quad \Sigma = 3.32$$

The Mean and SD Values in case of Lower Income groups are shown as :

Lower (n=27)

$$\bar{X} = 68.54 \quad \Sigma = 6.90 \quad \bar{X} = 29.84 \quad \Sigma = 5.11$$

$$\bar{X} = 21.27 \quad \Sigma = 3.59 \quad \bar{X} = 18.62 \quad \Sigma = 2.46$$

The 't' Values in all the four dimensions are 0.36, 1.69, 1.18, 0.08 respectively and are statistically non-significant in both the Income groups.

Therefore , it reveals that statistically, the Accepted Mothers of Higher and Lower Income Groups did not show any differences as far as Warmth/Affection, Hostility/Aggression, Neglect/Indifference, and Rejection (Undifferentiated) are concerned.

Table 26 - Comparison of Rejected Mothers groups across Income Background -

Income Background	Personality Dispositions	1	2	3	4
High (n=28)	Mean	67.81	56.36	26.77	24.93
	S.D.	5.55	8.49	4.49	3.45
Low (n=51)	Mean	68.39	43.43	26.74	25.50
	S.D.	6.68	4.09	4.40	2.55
	df	77	77	77	77
	t	0.41	7.56	0.03	0.76
	P<	N.S.	0.01	N.S.	N.S.

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table 26 -

The table shows the comparison of Rejected Mothers Group across their Income Background. This table shows the mean and standard deviation values and also the 't' test values in case of rejected mothers groups of higher and lower Income Groups. Here the rejected mother group of higher and lower Income groups. Here the rejected mothers group of both the income level (higher and lower) did not show a significant difference as three personality disposition as far as their mean and SDs are concerned.

The Mean and SDs Values in case of Rejected Mothers of higher Income groups are shown as :

Higher (n=28)

$$\begin{array}{llll} \bar{X}=67.81 & \Sigma=5.55 & \bar{X}=56.36 & \Sigma=8.49 \\ \bar{X}=26.77 & \Sigma=4.49 & \bar{X}=24.93 & \Sigma=3.45 \end{array}$$

The mean and SD values in case of Rejected Mothers of Lower Income groups are shown as :

Lower (n=5.1)

$$\begin{array}{llll} \bar{X}=68.39 & \Sigma=6.68 & \bar{X}=43.43 & \Sigma=4.09 \\ \bar{X}=26.74 & \Sigma=4.40 & \bar{X}=25.50 & \Sigma=2.55 \end{array}$$

The 't' Value in all four dimension are 0.41, 7.56, 0.03, 0.76 respectively and they are statistically non significant in both the Income group except Aggression /Hostility where 't' value is significant at 0.01 level. Rejected Mothers of Higher income groups have higher mean score with that of the rejected mother of low income group.

Table 27 - Comparison of Accepted Children Groups across Income Background -

Personality Dispositions Income Background		1	2	3	4	5	6	7	Total
High (n=41)	Mean	8.25	15.49	8.39	9.27	9.20	12.69	9.66	73.27
	S.D.	2.16	2.41	1.78	2.28	2.57	2.86	0.91	4.93
Low (n=35)	Mean	8.58	13.35	8.49	9.20	8.86	12.03	9.63	72.32
	S.D.	2.01	2.43	1.67	2.53	1.79	1.97	1.18	564
	df	74	74	74	74	74	74	74	74
	t	0.69	0.25	0.26	0.13	0.66	1.18	0.12	0.78
	P<	NS	NS	NS	NS	NS	NS	NS	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 27 -

This table shows the comparison of Accepted children groups across their Income Background.

Here the mean scores of the Accepted children group across their Income background with regard to Hostility /Aggression 8.25 and 8.58 respectively with 't' (df=74) value being 0.69 which is statistically not significant at 0.05 level of confidence. As far as Dependency disposition is concerned the mean of Accepted children in both the groups are 15.49 and 13.35 respectively with 't' (df=74) value of 0.25 which is statistically not significant beyond 0.05 level of confidence.

Coming to Negative self-esteem, Negative Self-Adequacy , Emotional Unresponsiveness, Emotional Instability and Negative World View there are no significant difference in the mean scores of Accepted children of higher and lower Income groups. The mean scores are 8.39, and 8.49, 9.27 and 9.20, 9.20 and 8.86, 12.69, and 12.03, 9.66 and 9.63 respectively with 't'(74) as 0.26, 0.13, 0.66, 1.18, and 0.12 respectively. The difference when tested it is found to be statistically non-significant.

The result reveals that the Accepted children Groups of both the Income groups do not differ statistically so far as all the seven personality disposition are concerned.

Table 28 - Comparison of Rejected Children Groups across Income Background -

Personality Disposition Income Background		1	2	3	4	5	6	7	Total
High (n=24)	Mean	14.61	17.87	12.74	13.70	13.35	18.05	13.27	104.18
	S.D.	2.84	1.99	2.19	2.49	1.84	2.14	2.48	4.28
Low (n=49)	Mean	14.45	18.29	13.35	14.17	13.78	17.17	12.64	104.03
	S.D.	3.83	2.75	2.52	2.17	2.60	3.02	3.32	4.75
	df	71	71	71	71	71	71	71	71
	t	0.20	0.73	1.05	0.80	0.80	1.12	0.90	0.14
	P<	NS	NS	NS	NS	NS	NS	NS	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 28 -

This table indicates the comparison of Rejected Children across their Income Backgrounds.

This table shows the mean and SD values of Rejected children of higher and lower Income groups as far as their personality dimension are concerned. This table also reveals the 't' test values in all the seven personality dimensions across Income Background.

This mean and SD Values in case of rejected children of higher Income groups are shown as :

Higher (n=24)

$\bar{X}=14.61$	$\Sigma =2.84$	$\bar{X}=17.87$	$\Sigma =1.99$
$\bar{X}=12.74$	$\Sigma =2.19$	$\bar{X}=13.70$	$\Sigma =2.49$
$\bar{X}=13.35$	$\Sigma =1.84$	$\bar{X}=18.05$	$\Sigma =2.14$
$\bar{X}=13.27$	$\Sigma =2.48$		

The Mean and SD Values of Rejected Children of lower Income Groups are as :

Lower (n=49)

$\bar{X}=14.45$	$\Sigma =3.83$	$\bar{X}=18.29$	$\Sigma =2.75$
$\bar{X}=13.35$	$\Sigma =2.52$	$\bar{X}=14.17$	$\Sigma =2.17$
$\bar{X}=13.78$	$\Sigma =2.60$	$\bar{X}=17.17$	$\Sigma =3.02$
$\bar{X}=12.64$	$\Sigma =3.32$		

The 't' test values in all seven personality dimensions of both the Income groups are 't' (df= 71) with the values 0.20,0.73,1.05,0.80,0.80,1.12, and 0.90 respectively which are when tested statistically are found to be non-significant.

From the above it is evident that the Rejected Children of both (Higher and Lower) Income groups did not differ significantly as far as their seven personality dimension are concerned.

Table 29 - Comparison of Accepted Mothers Groups across Locations :

Location	Personality Dispositions	1	2	3	4	Total
Urban (n=47)	Mean	76.66	26.30	19.11	17.96	135.00
	S.D.	4.81	4.61	2.90	2.89	5.88
Rural (n=26)	Mean	63.93	32.39	23.81	20.04	139.39
	S.D.	5.12	4.02	3.02	2.89	4.54
	df	71	71	71	71	71
	t	5.52	5.86	6.44	2.99	3.55
	P<	0.01	0.01	0.01	0.01	0.01

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table - 29

The table indicates the Comparison of Accepted Mothers Groups across locations .

This table shows the mean and SD value of Accepted Mothers across locations (Urban Versus Rural) as far as their four personality dimensions are concerned. This table also reveals the 't' test values in all the four personality dimensions across two locations.

The mean and SD values in case of Accepted Mothers group of Urban (n=47) are shown as :

$$\bar{X} = 70.66 \quad \Sigma = 4.81 \quad \bar{X}=26.30 \quad \Sigma =4.61$$

$$\bar{X}=19.11 \quad \Sigma = 2.90 \quad \bar{X}=17.96 \quad \Sigma =2.89$$

The mean and SD values in case of Accepted mothers group of Rural (n=26) are as follows.

$$\bar{X} = 63.93 \quad \Sigma = 5.12 \quad \bar{X}=32.39 \quad \Sigma =4.02$$

$$\bar{X}=23.81 \quad \Sigma =3.02 \quad \bar{X}=20.04 \quad \Sigma =2.89$$

The 't' test values in all the four personality dimensions of the Accepted mothers in both the groups (Urban Versus Rural) are 't' (df = 71) with the values 5.52, 5.86, 6.44 and 2.99 respectively. These values when tested statistically are found to be statistically significant at 0.01 level.

Thus here the Accepted Mothers Groups differ significantly statistically across location so far as their personality dimensions are concerned.

Table 30 - Comparison of Rejected Mothers Groups across Locations :

Location	Personality Dispositions	1	2	3	4	Total
Urban (n=37)	Mean	72.87	41.14	25.14	25.36	164.52
	S.D.	4.31	3.85	4.53	1.93	5.12
Rural (n=42)	Mean	64.60	45.22	28.10	25.46	163.58
	S.D.	5.07	3.27	3.88	2.98	4.57
	df	77	77	77	77	77
	t	7.80	5.04	3.08	0.18	0.86
	P<	0.01	0.01	0.01	NS	NS

1- Warmth/Affection

2- Aggression/Hostility

3- Neglect /Indifference

4- Rejection (Undifferentiated)

Table 30 -

This table shows the Comparison of Rejected Mothers Groups across locations :

This table shows the mean and SD values of Rejected Mothers Group across locations (Urban/Rural) as far as the four personality dimensions are concerned.

The mean and SD values in case of Rejected mothers groups (across location) of Urban (n=37) are shows as :

$$\begin{array}{llll} \bar{X} = 72.87 & \Sigma = 4.31 & \bar{X} = 41.14 & \Sigma = 3.85 \\ \bar{X} = 25.14 & \Sigma = 4.53 & \bar{X} = 25.36 & \Sigma = 1.93 \end{array}$$

The mean and SD values in case of Rejected mothers group (across location) of Rural (n=42) are as :

$$\begin{array}{llll} \bar{X} = 64.60 & \Sigma = 5.07 & \bar{X} = 45.22 & \Sigma = 3.27 \\ \bar{X} = 28.10 & \Sigma = 3.88 & \bar{X} = 25.46 & \Sigma = 2.98 \end{array}$$

The 't' test values in there personality dimensions (Warmth/Affection, Aggression/Hostility and Neglected/Indifference) of the Rejected Mothers in both the groups (Urban and Rural) are 't' (77) with the 't' values 7.80, 5.04, 3.08 respectively which are statistically significant at 0.01 level. Thus the Rejected mothers groups differ statistically across locations so far as their aforesaid three personality dimensions are concerned. On only one personality dimension i.e. Rejection (Undifferentiated) both the Rejected mother of both the location (Urban And Rural) do not differ , significantly (t=0.18, N.S.).

Table 31 - Comparison of Accepted Children Groups across Locations -

Personality Disposition Location		1	2	3	4	5	6	7	Total
Urban (n=57)	Mean	8.39	15.13	8.64	8.95	9.06	12.41	9.78	73.34
	S.D.	2.40	2.50	2.49	2.55	2.45	2.66	1.16	5.70
Rural (n=19)	Mean	8.74	8.58	8.58	10.11	19.0	12.53	9.32	74.58
	S.D.	1.74	1.81	1.73	1.59	1.53	2.17	0.47	3.46
	df	74	74	74	74	74	74	74	74
	t	0.68	2.21	0.12	2.34	20.71	0.19	2.43	1.14
	P<	NS	0.05	NS	0.05	0.01	NS	0.05	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table - 31

This table reveals the mean scores of Comparison of personality disposition of Accepted Children Groups across Location i.e. between Urban (n=57) and Rural(n=19).

This table shows the mean and SD values and also the 't' test values of Accepted children groups across locations so far as their personality dimensions are concerned.

As regards Dependency, the mean scores in both the groups (Urban versus Rural) are 15.13 and 8.58 respectively with the 't' (74) value 2.21 which is statistically highly significant beyond 0.05 ($P < 0.05$) level of confidence.

As far as Hostility/Aggression, Negative Self Esteem and Emotional unresponsiveness are concerned , the mean scores of Accepted children groups are 8.39,8.74,8.64,8.58 and 12.41,12.53 respectively. The 't' (df = 74) values in all the three cases are 0.68, 0.12, and 0.19 respectively which are statistically non significant.

In Negative Self Adequacy the mean of Accepted children in both the groups (Urban & Rural) are observed to be 8.95 and 10.11 with 't' (df=74) value of 2.34 which is statistically significant beyond 0.05 ($P < 0.05$) level of confidence.

But so far as Emotional unresponsiveness and Negative World View are concerned these groups showed statistically significant difference at 0.01 level and 0.05 level of confidence respectively.

Table 32 - Comparison of Rejected Children Groups across location :

Personality Dispositions		1	2	3	4	5	6	7	Total
Location									
Urban (n=17)	Mean	14.48	16.89	13.18	12.71	13.29	17.12	14.00	102.12
	S.D.	3.52	2.52	2.36	2.35	2.19	2.43	2.98	3.78
Rural (n=56)	Mean	14.63	18.58	13.08	14.50	13.70	17.27	12.47	104.62
	S.D.	3.63	2.39	2.49	2.02	2.45	3.60	3.00	4.64
	df	71	71	71	71	71	71	71	71
	t	0.16	2.45	0.15	2.79	0.64	0.19	1.85	2.27
	P<	NS	0.05	NS	0.01	NS	NS	0.05	0.05

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 32 -

This table reveals the comparison of Rejected Children Groups across location i.e. Between Urban (n=17) and Rural (n=56) :-

This table shows the mean and SD values and also the 't' test values of Rejected children Groups across location so far as their personality dimensions are concerned.

As regards Hostility /Aggression, the mean Scores in both the groups Urban Versus Rural are 14.48 and 14.63 respectively with 't' (71) value being 0.16 which is non significant.

As far as Dependency disposition is concerned the mean of Rejected children group in both the cases are 16.89 and 18.58 respectively with the 't' (df = 71) value of 2.45 which is significant at 0.05 level of confidence.

In negative Self-esteem the mean of these groups are 13.18 and 13.08 respectively with 't' (df=71) value of 0.15 which is also non-significant.

Moreover in Negative Self-adequacy it is 12.71, and 14.50 respectively with 't' (df=71) value of 2.79 and $p < 0.05$ which is statistically highly significant beyond 0.01 level of consistency.

In respect of Emotional unresponsiveness mean of the Rejected groups across locations are observed to be 13.29 and 13.70 respectively with 't' (df=71) value of 0.64 which is statistically non significant.

As far as Emotional Instability is concerned the mean values in both the groups are 17.12 and 17.27 respectively with 't' (71) value of 0.19 which is statistically not significant.

In Negative World View the mean of Rejected Children groups across locations is observed to be 14.00 and 12.47 respectively with 't' (df=71) value of 1.85 which is non significant.

From the above discussion it is found that the Rejected children group across location do differ as far as their personality dimensions are concerned. They have shown higher Dependency and Negative self adequacy.

Table 33 - Comparison of Accepted Mothers Group (Urban) across Income Background -

Income Background	Personality Dispositions	1	2	3	4	Total
High (n=31)	Mean	71.97	25.68	18.84	17.78	134.23
	S.D.	4.83	4.53	2.64	3.11	6.31
Low (n=16)	Mean	71.07	27.05	19.63	18.32	136.50
	S.D.	4.73	4.53	3.28	2.34	4.57
	df	45	45	45	45	45
	t	0.62	1.30	0.83	0.66	1.41
	P<	NS	NS	NS	NS	NS

1- Warmth/Affection

2- Aggression/Hostility

3- Neglect /Indifference

4- Rejection (Undifferentiated)

Table 33 -

This table Shows the comparison of Accepted Mothers (Urban) Group across Income background.

This table displays the mean and SD values and the 't' test values o Urban mothers across Income background.

The mean and SD values of Accepted mothers (Urban) High Income group are shown as :

$$\begin{array}{llll} \bar{X}=71.97 & \Sigma=4.83 & \bar{X} = 25.68 & \Sigma = 4.53 \\ \bar{X}=18.84 & \Sigma =2.64 & \bar{X} =17.78 & \Sigma = 3.11 \end{array}$$

The mean and SD values of Accepted Mothers of low Income group are shows as :

$$\begin{array}{llll} \bar{X}=71.07 & \Sigma =4.73 & \bar{X}=27.50 & \Sigma =4.53 \\ \bar{X}=19.63 & \Sigma =3.28 & \bar{X}=18.32 & \Sigma =2.34 \end{array}$$

The 't'(df= 45) test values in both the groups are 0.62,1.30, 0.83,0.66 respectively which are statistically non-significant.

This shows that the Accepted Mothers (Urban group) do not differ significantly statistically as far as their Income backgrounds are concerned

Table 34 - Comparison of Rejected Mother group (Urban) across Income Background -

Income Background	Personality Dispositions	1	2	3	4	Total
High (n=12)	Mean	71.84	39.67	26.84	25.67	164.00
	S.D.	5.93	3.45	6.19	1.49	5.65
Low (n=25)	Mean	73.36	41.84	24.32	25.20	164.72
	S.D.	3.13	3.84	3.15	2.08	4.88
	df	35	35	35	35	35
	t	0.82	1.73	1.34	0.31	0.38
	P<	NS	NS	NS	NS	NS

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table -34

Similarly this table reveals the Comparison Rejected mother groups (Urban) across Income Background .

This table shows the mean and SD Values and the 't' test values of Rejected mothers Group (Urban) in both the Income groups (Higher n=12 and lower n=25)

The mean and SD values of Rejected Mothers of Higher Income groups are shown as :

$$\begin{array}{llll} \bar{X}=71.84 & \Sigma =5.93 & \bar{X}=39.67 & \Sigma =3.45 \\ \bar{X}=26.84 & \Sigma =6.19 & \bar{X}=25.67 & \Sigma =1.49 \end{array}$$

The Mean and SD Values of Rejected Mothers of lower Income group are shown as :

$$\begin{array}{llll} \bar{X}=73.36 & \Sigma =3.13 & \bar{X}=41.84 & \Sigma =3.84 \\ \bar{X}=24.32 & \Sigma =3.15 & \bar{X}=25.20 & \Sigma =2.08 \end{array}$$

The 't' (df = 35) test values in both the groups are 0.82, 1.73, 1.34, 0.31 respectively which are statistically non-significant .

Thus the Rejected Mothers did not reveal any significant statistically difference as far as their Income background personality dimensions are concerned.

Table 35 - Comparison Accepted mother groups (Rural) across Economic Background -

Income Background	Personality Dispositions	1	2	3	4	Total
High (n=15)	Mean	63.20	31.94	23.07	20.47	138.67
	S.D.	4.84	4.11	3.95	2.97	5.28
Low (n=11)	Mean	64.91	33.00	23.91	19.46	140.37
	S.D.	5.73	3.82	2.16	2.68	2.99
	df	44	44	44	44	44
	t	0.82	0.68	0.69	0.91	1.04
	P<	NS	NS	NS	NS	NS

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table 35 -

This table reveals the comparison of Accepted mother groups (Rural) across Income Background.

This table shows the mean and SD values and 't' test values of Accepted Mothers (Rural) Group in both the Income groups (Higher n=15 , Lower n=11)

The mean and SD values of Accepted mothers of high Income groups are as shown as :

$$\bar{X} = 63.2 \quad \Sigma = 4.84 \quad \bar{X} = 31.94 \quad \Sigma = 4.11$$

$$\bar{X} = 23.07 \quad \Sigma = 3.95 \quad \bar{X} = 20.47 \quad \Sigma = 2.97$$

The mean and SD Values of Accepted Mothers low Income group are shown as :

$$\bar{X} = 64.91 \quad \Sigma = 5.73 \quad \bar{X} = 33.00 \quad \Sigma = 3.82$$

$$\bar{X} = 23.91 \quad \Sigma = 2.16 \quad \bar{X} = 19.46 \quad \Sigma = 2.68$$

The 't' (df=24) test values are 0.82, 0.68, 0.69, 0.91 respectively which are statistically non significant.

Thus , the Accepted Mothers did not reveal any significant statistical difference as far as their Income backgrounds and personality dimensions are concerned .

Table 36 - Comparison of Rejected mothers group (Rural) across Income Background -

Income Background	Personality Dispositions	1	2	3	4	Total
High (n=16)	Mean	64.88	45.19	27.32	24.88	162.04
	S.D.	4.04	3.07	3.67	2.96	2.96
Low (n=26)	Mean	64.43	45.24	28.58	25.81	164.04
	S.D.	5.58	3.39	3.92	2.94	5.38
	df	40	40	40	40	40
	t	0.31	0.05	1.05	0.98	1.08
	P<	NS	NS	NS	NS	NS

- 1- Warmth/Affection
- 2- Aggression/Hostility
- 3- Neglect /Indifference
- 4- Rejection (Undifferentiated)

Table 36 -

This table shows the comparison of Rejected mother groups (Rural) across Income Background.

The table shows the mean and SD values and 't' test values in respect of Rejected Mothers (Rural) Group in both the Income groups (Higher n=16, Lower n=26)

The mean and SD values of Rejected mothers of higher Income group are as shown as :

$$\begin{array}{llll} \bar{X} = 64.88 & \Sigma = 4.09 & \bar{X} = 45.19 & \Sigma = 3.07 \\ \bar{X} = 27.32 & \Sigma = 3.67 & \bar{X} = 24.88 & \Sigma = 2.96 \end{array}$$

The mean and SD Values of Rejected Mothers of low Income groups are shown as :

$$\begin{array}{llll} \bar{X} = 64.43 & \Sigma = 5.58 & \bar{X} = 45.24 & \Sigma = 3.39 \\ \bar{X} = 28.58 & \Sigma = 3.92 & \bar{X} = 25.81 & \Sigma = 2.94 \end{array}$$

The 't' test values in both income groups (Higher & Lower) are 0.31, 0.05, 1.05, 0.98 respectively which are statistically non significant.

This shows that the Rejected Mothers groups did not differ significantly statistically as far as their Income background and personality dimensions are concerned.

Table 37 - Comparison of Accepted Children (Urban) Groups across Income Background .

Personality Dispositions Income Background		1	2	3	4	5	6	7	Total
High (n=29)	Mean	8.42	15.32	8.14	9.11	9.18	12.66	9.73	73.00
	S.D.	2.43	2.62	1.80	2.58	2.87	3.04	1.02	5.38
Low (n=28)	Mean	8.38	14.93	8.65	8.29	8.93	12.15	9.83	71.65
	S.D.	2.37	2.39	1.61	2.50	1.91	2.17	1.29	59.4
	df	55	55	55	55	55	55	55	55
	t	0.9	0.58	0.17	0.48	0.38	0.73	0.32	0.89
	P<	NS	NS	NS	NS	NS	NS	NS	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 37 -

This table reveals the Comparison of Accepted Children (Urban) Groups across Income background.

This table shows the mean and SD and 't' test values in respect of Accepted children (Urban) Groups in both the Income groups (Higher n=29 and Lower n=28)

The mean and SD values of Accepted children groups of high Income group are shown as :

$\bar{X} = 8.42$	$\Sigma = 2.43$	$\bar{X} = 15.32$	$\Sigma = 2.62$
$\bar{X} = 8.14$	$\Sigma = 1.80$	$\bar{X} = 9.11$	$\Sigma = 2.58$
$\bar{X} = 9.18$	$\Sigma = 2.87$	$\bar{X} = 12.66$	$\Sigma = 3.04$
$\bar{X} = 9.73$	$\Sigma = 1.02$		

The mean and SD values of Accepted children groups of Low Income group are shown as :

$\bar{X} = 8.36$	$\Sigma = 2.37$	$\bar{X} = 14.93$	$\Sigma = 2.39$
$\bar{X} = 8.65$	$\Sigma = 1.61$	$\bar{X} = 8.79$	$\Sigma = 2.50$
$\bar{X} = 8.93$	$\Sigma = 1.91$	$\bar{X} = 12.15$	$\Sigma = 2.17$
$\bar{X} = 9.83$	$\Sigma = 1.29$		

The 't' (df=55) test values for both the Income group are 0.09, 0.58, 0.17, 0.48, 0.38, 0.73 and 0.32 respectively which are statistically non significant. This shows that Accepted children groups of Urban do not differ significantly statistically as far as their Income status are concerned, taking consideration into their personality dimension.

Table 38 - Comparison of Rejected Children (Urban) Groups across Income Background.

<div> <div>Income Background</div> <div>Personality Dispositions</div> </div>		1	2	3	4	5	6	7	Total
High (n=09)	Mean	15.67	17.56	12.45	13.23	13.23	17.12	13.23	103.34
	S.D.	1.89	2.55	1.35	2.78	11.82	2.24	2.05	2.99
Low (n=08)	Mean	13.13	16.13	14.00	12.13	13.38	17.13	14.88	100.75
	S.D.	4.35	2.27	2.92	1.54	2.55	2.52	3.56	4.09
	df	15	15	15	15	15	15	15	15
	t	1.53	1.22	1.36	1.02	0.14	0.01	1.15	1.48
	P<	NS	NS	NS	NS	NS	NS	NS	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 38 -

This table reveals the Comparison of Rejected Children (Urban) Groups across Income background.

This table shows the mean & SD and 't' test values in respect of Rejected children (Urban) Groups in both the Income groups (Higher n=09 & Lower n=08)

The mean and SD values of Rejected children groups of higher Income group are shown as :

$\bar{X} = 15.67$	$\Sigma = 1.89$	$\bar{X} = 17.56$	$\Sigma = 2.55$
$\bar{X} = 12.45$	$\Sigma = 1.35$	$\bar{X} = 13.23$	$\Sigma = 2.78$
$\bar{X} = 13.23$	$\Sigma = 1.82$	$\bar{X} = 17.12$	$\Sigma = 2.24$
$\bar{X} = 13.23$	$\Sigma = 2.05$		

The mean and SD values of Rejected children groups of Lower Income group are shown as :

$\bar{X} = 13.13$	$\Sigma = 4.35$	$\bar{X} = 16.13$	$\Sigma = 2.27$
$\bar{X} = 14.00$	$\Sigma = 2.92$	$\bar{X} = 12.13$	$\Sigma = 1.54$
$\bar{X} = 13.38$	$\Sigma = 2.55$	$\bar{X} = 17.13$	$\Sigma = 2.62$
$\bar{X} = 14.88$	$\Sigma = 3.56$		

The 't'(df=15) test values for both the Income groups (high and low) are 1.53, 1.22, 1.36, 1.02, 0.14, 0.01 and 1.15 respectively which are statistically non significant.

Thus, the Rejected children groups of Urban did not differ significantly statistically so far as their Income status and personality dimension are concerned

Table 39 - Comparison of Accepted Children (Rural) Groups across Income background .

<div> <div>Income Background</div> <div>Personality Dispositions</div> </div>		1	2	3	4	5	6	7	Total
High (n=12)	Mean	7.84	15.92	9.84	9.67	9.26	12.75	9.50	73.92
	S.D.	1.15	1.71	2.37	1.18	1.64	2.39	0.50	3.53
Low (n=07)	Mean	10.29	17.00	7.86	10.86	8.58	12.15	9.00	75.72
	S.D.	1.49	1.78	1.73	1.89	1.18	1.65	00.00	3.02
	df	17	17	17	17	17	17	17	17
	t	3.66	1.28	2.09	1.49	1.04	0.64	3.57	1.17
	P<	0.01	NS	0.05	NS	NS	NS	0.01	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 39 -

This table shows the Comparison of Accepted Children (Rural) Groups across Income background.

This table reveals the mean and SD and 't' test values in respect of Accepted children (Rural) Groups in both the Income groups (Higher n=12 and Lower n=07)

The mean and SD values of Accepted children groups of higher Income group are shown as :

$\bar{X} = 9.23$	$\Sigma = 2.54$	$\bar{X} = 14.04$	$\Sigma = 1.73$
$\bar{X} = 9.76$	$\Sigma = 2.26$	$\bar{X} = 9.42$	$\Sigma = 2.42$
$\bar{X} = 10.85$	$\Sigma = 1.75$	$\bar{X} = 13.04$	$\Sigma = 2.93$
$\bar{X} = 9.04$	$\Sigma = 2.55$		

The mean and SD values of Accepted children groups of Lower Income group are shown as :

$\bar{X} = 8.68$	$\Sigma = 1.80$	$\bar{X} = 14.89$	$\Sigma = 1.77$
$\bar{X} = 9.05$	$\Sigma = 2.43$	$\bar{X} = 9.31$	$\Sigma = 2.34$
$\bar{X} = 11.00$	$\Sigma = 2.38$	$\bar{X} = 13.63$	$\Sigma = 2.73$
$\bar{X} = 7.00$	$\Sigma = 1.48$		

The 't' test values in both the Income group (Higher and Lower) are 3.66, 1.28, 2.09, 1.49, 1.04, 0.64 and 3.57 are respectively.

The 't' test values for Dependency, Negative Self-Adequacy, Emotional Unresponsiveness, and Emotional instability, are statistically non significant, But however, Hostility, Aggression, and Negative world view are significant at 0.01 level and at 0.05 level respectively.

This shows that the Accepted children Groups (Rural) do not differ significantly on four personality dispositions, but differ in three personality dispositions as their Income status and personality dimensions are concerned.

Table 40 - Comparison of Rejected Children (Rural) Groups across Income Background .

Personality Dispositions Income Background		1	2	3	4	5	6	7	Total
High (n=15)	Mean	14.40	18.20	12.67	14.34	13.27	18.47	13.20	104.54
	S.D.	3.50	1.52	2.68	1.96	1.88	1.90	2.64	4.75
Rural (n=41)	Mean	14.79	18.71	13.22	14.57	13.86	17.18	12.20	104.66
	S.D.	3.67	2.63	2.42	2.04	2.60	3.09	3.08	4.59
	df	54	54	54	54	54	54	54	54
	t	0.37	0.88	0.64	0.38	0.91	1.87	1.19	0.09
	P<	NS	NS	NS	NS	NS	NS	NS	NS

- 1- Hostility /Aggression
- 2- Dependency
- 3- Negative Self Esteem
- 4- Negative Self Adequacy
- 5- Emotional Unresponsiveness
- 6- Emotional Instability
- 7- Negative World View

Table 40 -

This table reveals the comparison of Rejected Children (Rural) Groups across Income background.

The study shows the mean & SD and 't' test values in respect of Rejected children (Rural) Groups in both the Income groups (Higher n=15 & Lower n=41)

The mean and SD values of Rejected children groups of higher Income group are shown as :

$\bar{X} = 14.40$	$\Sigma = 3.50$	$\bar{X} = 18.20$	$\Sigma = 1.52$
$\bar{X} = 12.67$	$\Sigma = 2.68$	$\bar{X} = 14.34$	$\Sigma = 1.96$
$\bar{X} = 13.27$	$\Sigma = 1.88$	$\bar{X} = 18.47$	$\Sigma = 1.90$
$\bar{X} = 13.20$	$\Sigma = 2.64$		

The mean and SD values of Rejected children groups of Lower Income group are shown as :

$\bar{X} = 14.79$	$\Sigma = 3.67$	$\bar{X} = 18.71$	$\Sigma = 2.63$
$\bar{X} = 13.22$	$\Sigma = 2.42$	$\bar{X} = 14.57$	$\Sigma = 2.04$
$\bar{X} = 13.86$	$\Sigma = 2.60$	$\bar{X} = 17.18$	$\Sigma = 3.09$
$\bar{X} = 12.20$	$\Sigma = 3.08$		

The 't' test values in both the Income group (Higher and lower) are 0.37, 0.88, 0.64, 0.38, 0.91, 1.87 and 1.19 respectively which are statistically non significant.

This shows that Rejected Children of Rural background did not differ significantly taking into consideration their Income status and personality dimensions.

CHAPTER - 5

DISCUSSION AND CONCLUSION

Chapter - 5

DISCUSSION AND CONCLUSION

In the present study of parental acceptance-rejection and its impact upon the personality of children, behaviour observations are designed to assess the quality of the relation between parents and children in terms of acceptance and rejection and to assess the presence and intensity of seven behavioural dispositions of children described by Rohner (1975,1980).

The intention of this research is to study and discuss the impact of parental attitude in the personality development of children both boys and girls of urban and rural locations taking seven personality dispositions into consideration.

In this study both boys and girls of urban and rural locations are taken into consideration, and as well as their Income background also.

The children of the above categories were selected from the Orai and its near by rural areas.

Hypothesis 1 - There is no significant difference between the accepted and rejected groups of children (boy and girls) taken together perceiving parental acceptance-rejection on seven personality dispositions taken saperately

Result of the research showed that though there is remarkable difference between the mean of accepted and rejected boys groups. The boys show much difference in their standard deviations (table 10). The 't' value is statistically significant at 0.01 level as shown in table 16.

Table 11 reveals the scores of accepted and rejected girls groups. These two groups differ in their mean and there is also vast variation in their SDs. Both the two groups show significant difference at .01 level (table 17). The rejected girls have higher mean scores with that of accepted girls.

Results of the investigation as shown in table 13 reveal the comparison of mean and standard deviation between accepted and rejected boys and also in between accepted and rejected girls .

The scores of accepted boys and girls are less than the rejected boys and girls.

As far as Hostility/Aggression is concerned the (rejected boys and girls) are more Hostile/Aggressive. There is increased dependency in rejected group of boys and girls.

As regards to Negative Self-esteem, it is almost equal in both the groups, but in Negative Self Adequacy, the accepted girls show lesser Self-adequacy in comparison to the accepted boys where as it is significantly higher in case of rejected boys and girls.

As far as Emotional Unresponsiveness is concerned, it is higher in rejected boys and girls ; that too it is more in rejected girls.

It is observed , as shown in table 18, the mean of the rejected group on each of the seven personality dispositions are significantly greater than those of the accepted groups. These results clearly demonstrate that the rejected boys scored higher and showed greater Hostility and Aggression, Dependency, Negative Self-esteem ,Negative Self-adequacy, Emotional Unresponsiveness, Emotional Instability and Negative World View . The 't' values are statistically significant at 0.01 level for all the personality dimensions.

The finding is understandable in the sense that the rejecting mothers might have showed no interest in the child, no time for the child, indifferent towards the child's needs, unfavourable comparison with other children, verbal punishment, nagging, scolding, physical punishment and cruelty.

As it is shown in table 19 the mean of the rejected groups on the six personality dimensions are significantly greater than those of accepted groups. These results clearly demonstrate that the rejected girls scored higher and showed greater Hostility /Aggression Dependency, Negative Self-esteem. Emotional Unresponsiveness, Emotional Instability and Negative World View. All are significant at 0.01 level. But in case of Negative Self adequacy the mean score are statistically not significant in case of girls only. Thus, the above hypothesis is rejected.

Thus, the findings are in accordance with the hypotheses described by Schaefer et. al. (1958), Morrow and Wilson (1961), Murray and Seagull (1969), Ojha (1984), Jyothi (1984), Wintzel, Feldman and Weinberger (1991) and Singhal and Mishra (1992).

Saavedra (1980), and Rohner, Hahn and Rohner (1980), reported only on the relation between perceived parental acceptance-rejection and children's self-evaluation, Rohner, Roll and Rohner (1980), working in Mexico reported on the full constellation of behavioural dispositions predicted in PART to be associated with the warmth dimensions. With 175 children in their sample, these authors found that Mexican boys and girls perceived themselves to be significantly more rejected than did a comparable group of 220 American children. As expected from PART the Mexican boys and girls

perceived themselves to be significantly more rejected than did a comparable group of 220 American children.

As expected from PART, the Mexican children also scored significantly higher on all personality (PAQ) scales associated theoretically with rejection excepted for dependency which was significantly lower. That is, as a group Mexican children were significantly more "Independent" than the American children.

This theory is comparable with the Mexican children's high PAQ score on Hostility and Aggression and with high PAQ scores on Emotional Unresponsiveness.

Hypothesis 2- There is no significant difference between childrens of urban and rural locations perceiving parental acceptance-rejection on seven personality disposition taken separately.

Table 31 shows the mean scores of comparison of personality dispositions between accepted children groups across locations i.e. between urban (n=57) and rural (n=19).

Here as far as Dependency, Negative Self-adequacy and Negative World View are concerned, the mean scores are 15.13 and 8.58, 8.95 and 10.11, 9.78 and 9.32 respectively with 't' values 2.21, 2.34 and 2.43 respectively are significant beyond 0.05 ($P < 0.05$) level of confidence. In case of Emotional Unresponsiveness the 't' value is significant at 0.01 level of confidence.

In case Hostility/Aggression, Negative Self-Esteem and Emotional Instability, there is neither any significant difference between mean and

standard deviations nor any statistically significant difference in 't' values. In all these cases the 't' value is non-significant.

Here shows that the children of urban location do differ in four personality dispositions from the children of rural location. This might be due to their cultural and environmental variation.

Table 32 - reveals the comparison of rejected children groups across locations i.e. between urban (n=17) and rural (n=56).

Here as far as Hostility /Aggression Negative Self-esteem, Emotional Unresponsiveness, Emotional Instability, Negative World View are concerned the rejected children groups across categories (urban, rural) did not show any differences . The 't' values in the above cases are 0.16,0.15,0.64,0.19 and 1.85 which are statistically non-significant.

However the rejected children groups across categories showed significant difference so far as their dependency and Negative Self-adequacy are concerned. The 't' values in both the cases are 2.45 and 2.79 respectively which are significant beyond 0.05 and .01 level of confidence respectively.

Thus the above hypothesis is partly accepted and party rejected , because , in across locations, study shows the differences in personality dispositions of rejected children groups on Dependency and Negative Self adequacy only.

Hypothesis 3 - There is no significant difference between childrens of higher and lower income group taking there personality dispositions saperately.

Running the eye through the columns in table 23 and 24, it is found that there is no significant difference in both the Income groups as a whole

taking the personality dispositions of the children into consideration both in accepted and rejected groups of children.

Similarly the comparison of accepted and rejected mother groups across Income background (table 25 and table 26) did not show any significant differences as far as Warmth/Affection, Neglect/ Indifference and Rejection (Undifferentiated) are concerned. The 't' test values in both the groups are non significant.

Table 27 shows the comparison of accepted children groups across Income background taking their seven personality dimensions into consideration. Here both the groups do not differ significantly in their obtained scores on all the seven personality dimensions on personality assessment questionnaire (PAQ).

In this connection Srivastava (1994), indicated that it would be worth while to direct adequate attention to the cultural setting in which the individual's personality is developed.

Martin (1992), indicated a mixed result regarding the interaction between home influence and control and their effect on the personality of the children. Olwens (1988) found a strong link between maternal negativism and aggressiveness of their children. In contrast to this above, it was found that accepted boys and girls living in lower SES environment revealed significant difference ($P < 0.01$) only on four personality dimensions namely Hostility/Aggression, dependency, negative self-adequacy and negative world view, excepting three dimensions. In some what clearly related studies Haller and Thomas (1990), have reported a positive correlation between individuals

Socio-economic status and various aspects of personality. Miller(1995) also found among disadvantaged children , a lower level of Self-esteem.

Rohner, Hahn and Rohner (1980) who found parallel results among Korean immigrants in the U.S.A. working with a sample of 25 families and using Korean translations of the Personality Assessment Questionnaire (PAQ), Rohner, Hahn and Rohner demonstrated that 7 through 12 year old children in working-class Korean families perceived themselves as being significantly more rejected than children in middle-class Korean Immigrant families.

According as anticipated in PART, children in these working -class families also reported themselves as having significantly lower feelings of Self-Esteem and Self-Adequacy when compared with children in the middle - class families.

In the rejected children group across income background , as shown in table 28, no significant difference was observed as far as their seven personality dimensions are concerned.

There is no significant difference between the children of accepted and rejected groups so far as their income background is concerned.

Running the eye through the columns in table 23 and 27, it is found that the mean and standard deviations of the accepted children groups did not reveal significant differences in both the income groups (higher and lower) as far as their personality dimensions are concerned. Whereas table 27 shows that these two groups did not reveal any significant differences in their mean and standard deviations.

Table 24 and 28 reveal the mean and standard deviation and 't' test values of rejected children groups in respect of income background. Here these groups did not differ as far as their personality dimensions are concerned in respect of both the income groups. Here the 't' test is non significant in all the cases. Thus the above hypothesis has been confirmed partly and rejected partly.

Hypothesis 4 - There is no significant difference between accepted and rejected children groups of urban locations across income background taking their seven personality dispositions into consideration.

Table 37 shows the comparison of accepted children group of urban location across income background (high $n=29$, low $n=28$). This shows that though these two groups did not differ significantly statistically, as far as percieving parental acceptance is concerned. The 't' values in both the cases for all the personality dimensions are statistically non-significant.

Likewise, Table 38 shows the comparison of rejected children groups of urban location across income background (high $n=09$, low $n=08$). The findings here reveal that though these groups did not differ significantly in their mean and standard deviations. Thus the above hypothesis is accepted.

Hypothesis 5 - There is no significant difference between accepted and rejected children groups of rural locations across income background so far as their seven personality dimensions are concerned.

Table 39 reveals the comparision of accepted children groups of rural locations across income background (high $n=12$, low $n=07$). This shows that these two group differ significantly on only three personality dispositions i.e. Hostility/Aggression and Negative World View (both at .01 level) and Negative

Self- Esteem (at .05 level). They did not differ significantly statistically on rest of the four personality dimensions i.e. Dependency, Negative Self Adequacy, Emotional Unresponsiveness and Emotional Instability so far as perceiving parental acceptance is concerned.

Likewise table 40 shows the comparison of rejected children groups of rural locations across income background (high $n=15$, low $n=41$). The findings here reveal that these two groups did not differ significantly so far as their personality dimensions are concerned. The 't' values in all the cases are non significant. Thus the above hypothesis is rejected in case of accepted children groups while accepted in case of rejected children groups.

Hypothesis 6 - There is no significant difference between accepted and rejected group of mothers as regard to their personality dispositions.

Table 20 shows the comparison between accepted and rejected group of mothers as regard to their personality dispositions. The mean and standard deviations in Warmth /Affection for accepted mothers ($n=73$ $\bar{X}=68.91$, $\Sigma = 6.16$) and for rejected mother group ($n = 79$, $\bar{X} = 68.47$ and $\Sigma = 6.28$) showed that the two groups did not differ significantly ($t=0.44$, $P<NS$, $df=150$).

The mean and standard deviation in Aggression/Hostility for accepted mother group ($n=73$, $\bar{X}=24.4$, $\Sigma = 5.29$) and rejected mother group ($n=79$, $\bar{X}=43.31$, $\Sigma = 4.09$) show that the two groups differ significantly ($t=23.85$, $P < 0.01$, $df=150$)

Similarly in the Neglect /Indifference and Rejection (Undifferentiated) groups for the accepted mother group ($n=73$, $\bar{X}=20.65$, $\Sigma = 3.60$ and $n=73$, $\bar{X}=18.60$, $\Sigma = 3.06$) respectively and for the rejected mother group ($n=79$,

$\bar{X}=26.71$, $\Sigma =4.45$ and $n=79$ $\bar{X}=25.41$ $\Sigma =2.54$) respectively and differ significantly. The tests of significance 't'(df=150) each = 8.19 and 14.81 respectively which are significant statistically at 0.01 level.

Here, the hypothesis is rejected so far as the perceived acceptance and rejection of parents are concerned.

Hypothesis 7 - There is no significant difference between the accepted and rejected mothers groups so far as their income status is concerned.

Tables 21,22,25 and 26 reveal the mean and standard deviation value in cases of accepted and rejected mother groups in respect of their income background. This did not reveal any significant difference in accepted and rejected mother group in parenting their children, excepting difference in mean and standard deviation. As far as the income background is concerned higher and lower income group did not show any significant difference taking into consideration Warmth /Affection, Neglect/Indifference and Rejection (Undifferentiated). The rejected mothers groups of high income background have significantly high mean score on Aggression / Hostility. With that of rejected mothers of low income background ($t=7.56$, $P< 0.01$). Thus the hypothesis is accepted.

Hypothesis 8 - There is no significant difference between the accepted and rejected mother groups across locations i.e. urban/rural so far as perceived parental acceptance and perceived parental rejection are concerned.

Table 29 indicates the mean and standard deviations in case of accepted mother groups across locations. Here mothers from both the groups, urban ($n=47$) and rural ($n=26$) differ significantly from each other on

perceived parental acceptance. The 't' values in both the cases are statistically significant at .01 level on all the four personality dimensions.

Similarly table 30 shows the mean and standard deviations in case of rejected mother group. Here they do also differ on three personality dimensions i.e. Warmth/Affection, Aggression/Hostility and Neglect/Indifference significantly at .01 level from each other so far as perceived parental rejection is concerned.

This is because , in the first phase of infant's life after birth, it is clearly recognised that the mother is the prime parent. The first source of nutrition as well as child's security, comfort and survival depend upon the mother's care. Thus , the role of mother reflects biological as well as emotional indispensability in the life of the child. Several investigators like Symonds(1938), Hess (1970), Sears et. al. (1957), Behar et. al. (1977), Harrington et. al. (1978), Rohner (1975, 80) have pointed out the effect of different maternal attitudes on the personality development of the child.

Hypothesis 9 - There is no significant difference between accepted and rejected mother groups of urban locations across income background so far as perceiving parental acceptance and rejection is concerned.

The table 33 shows the comparison of accepted mother group (urban) across income background (higher n=31 lower n=16). This reveals that these two groups did not differ significantly so far as perceiving parental acceptance is concerned. The 't' values in both cases are statistically non-significant.

Table 34 shows the comparison of rejected mother groups (urban) across income background (high n=12, lower n=25). These two groups did not

differ significantly perceiving parental rejection. The 't' values in both the cases are statistically non-significant.

Thus the above hypothesis is proved showing that parental attitude does not show any difference towards accepted and rejected children groups so far as perceiving parental acceptance or rejection is concerned.

Hypothesis 10 - There is no significant difference between accepted and rejected mother groups of rural locations across income background so far as perceiving parental acceptance and rejection is concerned.

The table 35 shows the comparison of accepted mother groups (rural) across Income background (high $n=15$, lower $n=11$). This reveals that these two groups did not differ significantly so far as perceiving parental acceptance is concerned. The 't' values in both cases are statistically non-significant.

Table 36 shows the comparison of rejected mother groups (rural) across income background (high $n=16$, lower $n=26$). These two groups also did not differ significantly as far as perceiving parental rejection is concerned. The 't' values in both the cases are statistically non-significant. Thus the above hypothesis is proved.

RESULT AND CONCLUSION

- 1.01 There is remarkable difference between the mean score of accepted group (boys and girls) and rejected group (boys and girls). Rejected boys and girls have significantly higher mean score with that of accepted boys and girls. The 't' values are significant at 0.01 level. Accepted group (boys and girls) have lower mean score with that of rejected group (boys and girls).

- 1.02 The rejected boys scored higher on all the seven personality dispositions than that of accepted boys. The 't' value are significant at 0.01 level for all the seven personality dispositions.
- 1.03 The rejected girls have significantly greater mean on six personality dimensions than those of accepted girls. All the six 't' values are significant at 0.01 level. Only one dimension i.e. Negative Self Adequacy both the group (accepted and rejected girls) have in significant mean difference.

The findings are understandable in the sense that the rejecting mothers might have showed no interest in the child, no time for the child, indiffererent towards the child's needs unfavourable comparison with other children, verbal punishment, nagging, scolding, physical punishment and cruelty.

- 2.00 On comparing the accepted children group across locations i.e. urban and rural, it was found that -
- 2.01 Urban children have higher mean score on Dependency and Negative World View with that of rural children. The 't' values are significant at 0.01 level for both the personality dimensions.
- 2.02 On the other hand rural children have higher mean score on Negative Self Adequacy ($t=2.34$, $P<0.05$) and Emotional Unresponsiveness ($t=20.78$, $P<0.01$) with that of urban children.
- 2.03 On rest of the three personality dimension i.e. Hostility /Aggression, Negative Self Esteem and Emotional Instability both the group i.e. accepted urban and rural children have not any significant. difference.

- 2.04 On comparing the rejected children group across locations. i.e. urban and rural it was found that urban children have higher mean score on Negative World View with that of rural children. The 't' value was significant at 0.05 level.
- 2.05 On The other hand in rejected children group the rural children have higher mean score on Dependency and ($t=2.05, P<0.05$) and Negative Self adequacy ($t=2.79, P<0.01$) with that of urban children.
- 2.06 On rest of the four personality dimension i.e. Hostility /Aggression , Negative Self Esteem, Emotional Unresponsiveness and Emotional Instability both the group i.e. rejected urban and rural children have not any significant difference.
- 3.00 On comparing children group and mother group across Income background it was found that :-
- 3.01 There was no significant difference between the children of accepted and rejected groups so far as their Income background is concerned.
- 3.02 There was no significant difference between the mothers of accepted and rejected groups so far for as their income background is concerned.
- 3.03 But the rejected mothers of high income group have significantly higher mean score on Aggression /Hostility with that of rejected mothers group of low income group.
- 4.00 On comparing accepted and rejected children group of urban location across income background it was found that both the group did not show any significant difference on all the seven personality dispositions.

- 5.00 On comparing accepted and rejected children group of rural location across income background it was found that :
- 5.01 The accepted children group of rural location differ significantly on three personality disposition i.e. Hostility/Aggression and Negative World View both at 0.01 level and Negative Self Esteem at 0.05 level .
- 5.02 The rejected children group of rural location across income background (high/low) did not differ significantly so far as their personality dimensions are concerned.
- 6.00 The accepted and rejected group of mother differ significantly at 0.01 level on three personality dispositions i.e. Aggression/Hostility, Neglect /Indifference and Rejection (Undifferentiated). The rejected mothers have higher mean score with that of accepted mothers on all the above mentioned three personality dispositions.
- 7.00 There is not any significant difference on all the four personality dispositions between the accepted mothers group belonging to high and low income group.

The rejected mother groups differ significantly on only one personality disposition i.e. Aggression /Hostility. The rejected mothers of high income background have significantly high mean score($t=7.56$, $P<0.01$) with that of rejected mother of low income background.

- 8.00 The accepted mothers group of urban and rural locations differ significantly at 0.01 level from each other on all the four personality dispositions.

In the same way the rejected mother groups of urban and rural

locations also differ significantly at 0.01 level from each other on three personality dispositions i.e. Warmth/Affection, Aggression/Hostility and Neglect / Indifference.

9.00 The accepted mother groups belonging to high or low income background of urban location did not differ significantly on all the four personality dispositions.

In the same way the rejected mother groups belonging to high and low income background of urban location did not differ significantly on all the four personality dispositions.

10.00 The accepted mothers belonging to high or low income background of a rural location did not differ significantly on all the four personality dispositions.

In the same way the rejected mothers belonging to high and low income background of rural locations did not differ significantly on all the four personality dispositions.

In the parental acceptance and rejection and development of personality study, behaviour observation (BOs) are designed to assess the quality of the relation between parents and children in terms of acceptance and rejection and to assess the presence and intensity of seven behavioural dispositions of children described in Rohner (1975,1980) In his handbook, viz. Aggression, Dependency, Self-esteem, Self-Adequacy, Emotional (Unresponsiveness), Emotional Instability and Negative World View . It is recognised of course that BOs are more effective method for assessing some behavioural dispositions than others. In general , aggressive and dependency behaviour of children

seem to be most easily and frequently observed in BOs, with signs of Emotional Unresponsiveness and Emotional Instability following next, Self-esteem, Self-adequacy and Negative World View are not easily observed directly.

The evidence cited in the present research and elsewhere (e.g. Rohner and Nielson, 1978, Rohner and Rohner 1980, Rohner and Roll, 1990), supports the hypothesis that parental acceptance - Rejection is significantly associated with the psychological functioning of humans everywhere. This hypothesis receives support from converging evidence based on a variety of specific measurement modalities within U.S.A., cross nationally and holoculturally.

It is suggested that logically, psychologically and empirically, homogeneous scale of attitude towards child rearing will be useful for investigation the theories on the influence of maternal attitudes upon development of the child.

A child should be taught to avoid fighting no matter what happens ,
 "Mothers sacrifice almost all their own fun for their children."

Physical punishment tends to orient the child away from reality , and to make him more dependent upon adult affection and attention. When children are permitted to profit from their own mistakes with minimum of adult interference and punishment they tend to have more attractive personalities i.e. are more sociable , less dependent on adults better able to face reality . Extreme parental punitiveness appears to find the child to the parent in an abnormally dependent and emotional way, greater freedom provided by parents tended to be associated with more child initiative , less hostility and higher level of spontaneity and originality.

The child rearing practices of poorly adjusted parents are likely to be defective at the base, and It is doubtful that any amount of educational "tinkering " at the superficial fringe will do much to alter them. Human behaviour at the adult level is extremely resistant to change. Very often the best can be done is to help children live with "difficult" parents.

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CHAPTER - 6

SUMMARY

Chapter - 6

SUMMARY

INTRODUCTION

Proper bring up of children is recognise as a serious responsibility in society and the world today . Improvement in child care and child education can transform society for the better.

To a mother or a father, no other type of work can yield deeper satisfaction in life than child rearing. Surely, the understanding of psychology of infancy , childhood and adolescence is considered very vital worldwide.

The child comes in the world as a leader and delicate culture. It therefore , need some one who can nourish it with deligence and love and protect him for all harm. A mother can do thus in the best manner.

Bearing and rearing children is an age old behaviour in all societies in the world. At the lowest level of essential it confines to keeping the young child alive by feeding and keeping him were so that the potential maturity of the body structure and its functioning unfolds. At ideal level it relates to bring up the child in a manner that makes him an ideal person in his present society with potentialities modify and remain so even in his future society.

Psychologically, child rearing practices are not only the procedures of supplying the material and basic needs of the child but it is a continuous flow of interaction between the growing child and the caring adult or elderly child. Naturally, the child rearing practices of the mother do not only influence his

immediate physical growth and functional development but also his emotional and cognitive reactions in various social and non-social situations through the child is constantly passing. In fact, the foundations of the child's constantly passing. In fact the foundations of the child's future attitude towards society and life are laid down through the personal experience the child gets while interacting with the surrounding animate and inanimate world. The surrounding world of the child is manipulate and controlled according to the mother's child rearing practices. Thus, child rearing practices of the mother seem to be of great significance in the child welfare.

All child rearing practices have a tone of emotional relationship. Any thing done with the child or to the child by the care-taker arouses the reciprocated feelings of affection, liking, Indifference, dislike etc. as the case may be. This leads to the general feeling of security or insecurity, feeling of being wanted or unwanted and self-confidence or defence. Represented arousals of negative or positive feelings in the child are likely to develop in the child similar attitudes towards others, the outside world in general and may be even to himself.

Thus the child rearing practices play a significant role in giving final shape to the child's physical fitness. Emotional stability, learning skills and cognitive urge. Most of the learning from child rearing practice is by repeated limitation of the adult or the care-taker and repeated personal experiences of pleasure or displeasure, satisfaction or dissatisfaction, feeling of achievement or frustration.

The role of a mother involves more than a succession of separate acts. It is generally believed that the best nurture for a child is provided (1) in the

home, (2) primarily by the mother's affection, (3) in an intact family consisting of an unseparated father and mother, (4) providing continuity in the child's upbringing, (5) in an atmosphere of living acceptance.

The importance of father's role in child care is being increasingly recognised. Many writers lament the modern father's lack of contact with his children. The father influences his children's behaviour in a variety of direct ways. He determines to a large degree, the personal - social values on which the family life is based. Father's behaviour and attitudes are just as important as the mother's in fostering patterns of maladjustment in the child.

HOME ENVIRONMENT AND PERSONALITY

The home is the nursery of all virtues, says Robbins (1910). Many human needs can be satisfied in the home. To feel needed, to be appreciated to be loved, a warm family relationship can fill these longings in a wonderful way. It can produce an atmosphere of understanding and compassion. It is in the home that the child first encounters the experiences which are to determine where he will be characterised by feelings of personal security and of being warmly accepted. It is also in the home that the child meets the situations, which determine the extent of his sense of personal adequacy.

A good home is said to be one in which the child is given the fullest opportunity for self expression within the limits of parental acceptance and supervision when the home atmosphere is tense with parental discord the child is frequently torn between loyalty to father and mother. He may learn to use one parent against the other or one parent may use the child in a similar manner.

The home provides the child with the experience which to a considerable extent determine the course of his personality development. If his parents, deficiencies in intelligency or social immaturities he may display, his personality will reflect such a situation. The home aids the child in developing normally and surrounds him with such opportunity and challenges as its particular society affords. If the child is made to feel secure he is more likely the otherwise to develop the type of personality which the members of his cultural group will accept.

Children of affectionate mothers (ideally affectionate parents) tend to be confident, independent and affectionate. Affection should be combined with understanding and order. Schaefer et. al. (1958) describe maternal behaviour in terms of the interaction of these two attributes. Thus, a democratic mother is one who is both loving and permissive; an antagonistic mother combines hostility and restrictiveness; a protective mother is one who is both loving and restrictive. According to Baumrind (1971) the restrictive or authoritarian mother is one who attempts to shape, control and assess the behaviour and attitude of her child, while the permissive mother is one who attempts to behave in non-punitive, accepting and affirmative manner, Rohner(1975) developed a whole theory of parental acceptance and rejection. According to Rohner (1980) parental acceptance and rejection together form the warmth dimension of parenting. Accepting parents are those who show their love or affection either physically or verbally. Rejecting parents are those who dislike, disapprove of or resent their children and view the child as a burden.

Physical punishment tends orient the child away, from reality , and to make him more dependent upon adult affection and attention. When children

are permitted to profit from their own mistakes with minimum of interference and punishment, they tend to have more attractive personalities i.e. are more sociable, less dependant on adults , better able to face reality. Extreme parental punitiveness appears to find the child to the parent in an abnormally dependent and emotional ways, greater freedom provided by parents to be associated with more child initiative, less hostility and higher level of spontaneity and originality .

Thus, healthy parent child relationship that in non-exloitive and that provides the child with security can develop when parental relationship is a healthy loving one. The Mother's comfort depends to a considerable extent upon the nature of the relationship she has with her husband. Her feelings of being valued, loved, respected and her acceptance of herself and her faminity are heavily affected by her husband's acceptance of her and her roles. The mother-father relationship that is the one that determines and pervads all the others.

ACCEPTANCE AND REJECTION

The extent to which children experience or fail to experience parental acceptance and rejection may have a greater influence on them than any other single experience. Parental acceptance and rejection have been shown in the United States and in cross-cultural research, for example to affect emotional, behavioural and social - cognitive development of children, as well as their psychological functioning and well being as adults. Beyond these personal effects, differences in the form, frequency, duration and severity of parental acceptance and rejection tend to be associated in predictable ways

with the artistic traditions of different populations around the world, with people's religious beliefs and with other expressive behaviours and institutions. Parental acceptance and rejection, also tend to be reliably predicted by specific forms of family structure, household organisation and even subsistence economy.

PARENTAL ACCEPTANCE - REJECTION THEORY

Parental acceptance rejection theory (PAR Theory) is a theory of socialisation that attempts to predict and explain major causes consequences, and correlates of parental acceptance and rejection within the United States and world wide. It attempts to answer five classes of questions divided into three sub theories : personality theory, coping theory and scio-cultural systems theory.

1- Personality Theory - What happens to children who perceive themselves to be loved or unloved by their parents ? More specifically, is it true , as the theory postulates, that children everywhere-in different socio-cultural systems racial or ethnic groups, genders, and like – respond is essentially the same way when they perceive themselves to be accepted or rejected ?

What are adults like who had been accepted or rejected in childhood? This is, to what degree do the effects of childhood rejection extend into adulthood and old age ?

2- Coping Theory - What gives some children and adults the resilience to cope more effectively than most with the experiences of childhood rejection. ?

3- Socio-cultural Systems Theory : Why are some parents warm and loving and others cold aggressive, neglecting-rejecting? It is true, for example- as PAR Theory predicts—that specific psychological, familial, community, and societal factors tend to be reliably associated the world over with specific variations in parental acceptance rejection ?

In what way is the total fabric of society as well as the behaviour and beliefs of individuals within society affected by the fact that most parents in that society tend to either accept or reject their children ? For example, is it true as PAR Theory predicts that a people's religious beliefs , artistic preferences and other expressive beliefs and behaviours tend to be universally associated with their childhood experiences of parental love and love withdrawal ?

PAR Theory has several distinctive features guiding its attempts to answer questions such as these. First, it draws extensively from world wide, cross-cultural evidence as well as from every major ethnic group in the United States. Additionally, it draws from literary and historical insights as far back as two thousand years. And very importantly, it draws from and helps provide a conceptual framework for integrating well over one thousand empirical studies on issue of parental acceptance -rejection published since the turn of twentieth century, mostly within the United States. From these sources the theory attempts to formulate a lifespan-womb to tomb-developmental perspective on issues surrounding parental acceptance and rejection. Much of this life span perspective is incorporated in PAR Theory's personality theory.

STATEMENT OF THE PROBLEM

The most important factor is the individual's personal history of experience with others. Personality is largely a product of social learning and a child's social interactions provide the crucial learning situations. Relationship with family, with other members of social class, ethnic and religious groups and with teachers and peers are of outstanding significance

Socialisation is the process by which an individual infant acquires, from the enormously wide range of behavioural potentialities that are open to him at birth, those behaviour patterns that are customary and acceptable according to standards of his family and social group.

Socialisation is determined to a considerable by cultural prescription, that is an individual's delineates the personality characteristics, motives, attitudes and values he will adopt. But these cultural prescriptions must be communicated or taught to the child, initially, by members of his family, the representatives of the culture with whom he is most intimate.

Thus a child's first social learning occurs at home and his earliest experience with family. Particularly with his mother are critical in determining his attitude toward and his expectation of other individuals.

In the light of above facts the researcher motivated to conduct the study to find out personality pattern of children with reference of parental acceptance rejection. Thus the topic is as follows -

"IMPACT OF PARENTAL ACCEPTANCE - REJECTION ON PERSONALITY OF CHILDREN."

In the present study of parental acceptance -rejection and development

of personality behaviour observations are designed to assess the quality of the relation between parents and children in terms of acceptance and rejection, and to assess the presence and intensity of seven behavioural dispositions of children described in Rohner (1975,1980) in his hand book viz. Aggression, dependency, self-esteem, self-adequacy, emotional responsiveness, emotional stability and world view .

The attitude of parents toward their children are influence by how closely the children conform to parental desires and expectations. Parental attitudes are also influenced by the children's attitudes and behaviour to ward one another and towards their parents. When sibling rivalry and animosity exist, parental attitudes toward all the children in the family are less favourable than when siblings get along reasonably well with one another.

NEED OF THE STUDY

Children are regarded as invaluable treasure of any country , but to prove their worthiness to society, it is essential that they must grow well and to an optimal level. It is an established fact that foundation for physical and mental health for adult life is laid during the formative years of childhood. During infancy mental abilities and social response are closely related to the motor development of the child, which is achieved normally by proper feeding practices. Further ,this period is the basis for the future development of the individual.

In the wake of the stupendous rate of social change the value system is crumbling down, the strong familial bonds are weakening, the focus is shifting from within to without, communication pathologies are on the increase. The

secure warmth of close knit families is giving way to distanced misunderstanding. Selfless love is lost under the guise of self love and false ego. In such a scenario what is happening to myths which have been maintained over so many generations with sanctity ? What is happening to the one of the most salient relationship - the parent child relationship? How is the child of today perceiving and processing the parental messages ? Whither Shravan Kumar, Rama and Pitra Devo Bhava Matra Devo Bhav? Were questions which intrigued the researcher to take up the present study with special reference to the parental acceptance and rejection. Volumes of interdisciplinary research both theoretical and empirical has highlighted the role of parent-child relationship in the making and shaping of the child's personality. However the value communication depends more upon the receiver, thus not the actual rearing or parental message alone, but the perception of these messages by the children also which deserves equal attention.

Welch (1988), most appropriately comments, "The parental influence is experienced by children in particular transactions on a specific occasion. The parental segment of the transaction is interpreted by the child as a "message" and is usually an injunction ascription reinforced by a powerful voice and strong feelings. In response to the message, the child makes a decision about itself , others, the world and the quality of life."

AIMS AND OBJECTIVES

The main objective of the present study is to investigate whether parental (specifically, the maternal , the mother lives being the primary and major caretaker of the child in family), acceptance and rejection has any

significant effect on the development of seven personality dispositions i.e. an efforts will be made to see whether children who perceive themselves as accepted in any way differ from those who perceive themselves as rejected on seven personality variables.

HYPOTHESIS

The main hypotheses formulated in the present research are as follows :-

- 1- There is no significant difference between the accepted and rejected groups of children (boys and girls) taking together perceiving parental acceptance- rejection on seven personality dispositions taken separately.
- 2- There is no significant difference between childrens of urban and rural locations perceiving parental acceptance-rejection on seven personality disposition taken separately.
- 3- There is no significant difference between childrens of higher and lower income group taking their personality dispositions separately.
- 4- There is no significant difference between accepted and rejected children groups of urban locations across Income background taking their seven personality dispositions into consideration.
- 5- There is no significant difference between accepted and rejected children groups of rural locations across income background so far as their seven personality dimensions are concerned.
- 6- There is no significant difference between accepted and rejected group of mothrs as regard to their personality dispositions.
- 7- There is no significant difference between the accepted and rejected mother groups of so far as their income status is concerned.

- 8- There is no significant difference between accepted and rejected m groups across locations i.e. urban/rural so far as perceived pai acceptance and rejection are concerned.
- 9- There is no significant difference between accepted and rejected m groups of of urban locations across income background so fa perceiving parental acceptance and rejection is concerned.
- 10- There is no significant difference between accepted and rejected m groups of rural locations across income background so far as perce parental acceptance and rejection is concerned.

DELIMITATION OF THE STUDY

The present study in confined to investigate the impact of pare acceptance and rejection upon the personality of children.

School going children of both sex (boys and girls).between the group of 11 to 15 years have been included in the sample.

The present study confined to the urban area of Orai and its nearly locations also.

METHODOLOGY

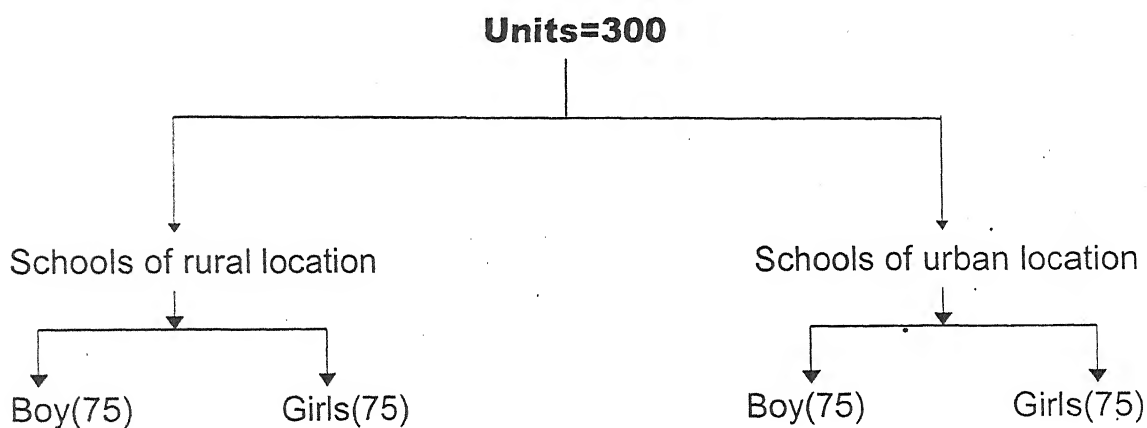
The research problem has already been stated above. methodology and design of the study have now been set out under following sections -

- 1- The sampling technique
- 2- Research design
- 3- The tools of the study

4- The collection of data

5- The statistical analysis

1- **Sample :** As the present investigation is of the nature of Ex-Post-Facto research we have drawn a purposive sample from both sex and both income group (Higher and lower) of urban and rural areas. The size of the sample study was three hundred (300) children (150 from each sex) with age group of 11 to 14 years and of different economic status. It also includes urban and rural children and also 300 mother who are the major care taker of the child.



2- **Research Design -** Since the proposed topic of research work does not convey any experimental work, there should not be any use of experimental variables in design, as this research work is exploratory in nature and based on ex post facto theories.

Thus a 2X2 and a 2X2X7 ex-post-facto factorial design was considered suitable for the study. Each dependent variable was studied separately. Each independent variable in this study had two levels. The 2X2X7 factorial design was separately used for studying all seven dependent variables.

2X2 Factorial Design

Personality Dispositions	H/A	D	NSE	NSA	EUR	EIS	NW
Sex Group							
Boys							
H							
L							
Girls							
H							
L							
2X2X7 Factorial Design							

Variables**Independent Variable**

- a. Parental Attitude
- b. Parental Acceptance
- c. Parental Rejection

Dependent Variable

1. Seven Personality Dispositions
 - i- Hostility /Aggression
 - ii- Dependency (D)
 - iii- Negative Self Esteem (NSE)

iv- Negative Self Adequacy (NSA)

v- Emotional Unresponsiveness (EUR)

vi- Emotional Instability (EIS)

2- Sex

i- Boys

ii- Girls

3- Locality

i- Urban

ii- Rural

4- Income Group

i- High Income Group

ii- Lower Income Group

3- THE TOOLS OF THE STUDY : Tools : out of so many tools and techniques, it is of great importance for on researcher to select the most reliable tools. A successful study is only posible when the techniques is appropriate. Keeping in view , the PARQ (Mother) and PAQ (Child) are considered to be the most suitable tools for use in the present study. These both tests are originally constructed and standardized by Rohner (Connecticut U.S.A.) and Indian adaptation were made by Prof. Jai Prakash, Delhi.

PAQ (Child) : This is a reported questionnaire to study and measure the child's self-reported personality and behaviour dispositions like Hostility /Aggeression, Dependency Self-esteem, Self-adequacy, Emotional unresponiveness, Emotional stability and World view.

PARQ(Mother) : The mother PARQ is also a self reported questionnaire where a parent (usually a mother) responds to her perception about the way she treats her child in terms of Warmth/Affection , Hostility / Aggression , Indifference /Neglect and A Undifferentiated rejection.

4- THE COLLECTION OF DATA : The sample for the study was selected in age group of 11 to 15 years from rural as well as urban areas. The name of schools from which the samples were drawn have already been mentioned. The principle of these schools were contacted personally. The importance and the utility of the study was explained to them. All of the principles as well as teachers took a keen interest in the research work and they provided all necessary facilities in the schools for data collection.

The following procedure was followed for data collection purpose. In the beginning , the investigator gave an orientation lecture to the student, in the group. They were acquainted with the purpose of the study through lecturer. Every 5th student from the attendance register was selected from each class . Those student who were selected were administered upon PAQ child on a group of not more than 25 student at a time .

The student were assured that their responses would be kept strictly confidential. They were requested to answer frankly and give correct information.

On the completion of PAQ-Child test , the PARQ-Mother test was also administered on the subject's mothers individually. The mother were contacted personally, utility of the study was explained to them. They took a keen

interest in the research work. The respondents were asked to fill in the general information and were then asked to go through the instructions.

5- STATISTICAL ANALYSIS : The statistical operation to be followed for the present investigation involved parametric technique. The parametric statistical technique used includes computation of mean, standard deviation, Quartile deviation, 't' test. Mean, S.D., and "t" tests were used mainly for finding out differences between sub-groups. Quartiles were computed for getting highest (rejected group) and lowest (accepted group) 25% cases on PARQ mother and PAQ child scales, for the purpose of local norms. The other descriptive methods like bar diagrams were also used to compare the relative differences between two sub groups.

RESULT AND CONCLUSION

On the basis of data analysis and interpretations following results and conclusion have been obtained :-

- 1.01 There is remarkable difference between the mean score of accepted group (boys and girls) and rejected group (boys and girls). Rejected boys and girls have significantly higher mean score with that of accepted boys and girls. The 't' values are significant at 0.01 level. Accepted group (boys and girls) have lower mean score with that of rejected group(boys and girls).
- 1.02 The rejected boys scored higher on all the seven personality dispositions than that of accepted boys. The 't' value are significant at 0.01 level for all the seven personality dispositions.
- 1.03 The rejected girls have significantly greater mean on six personality

dimensions than those of accepted girls. All the six 't' values are significant at 0.01 level. Only one dimension i.e. Negative Self Adequacy both the group (accepted and rejected girls) have in significant mean difference.

The findings are understandable in the sense that the rejecting mothers might have showed no interest in the child, no time for the child, indifference towards the child's needs unfavourable comparison with other children, verbal punishment, nagging, scolding, physical punishment and cruelty.

- 2.00 On comparing the accepted children group across locations i.e. urban and rural, it was found that -
 - 2.01 Urban children have higher mean score on Dependency and Negative World View with that of rural children. The 't' values are significant at 0.01 level for both the personality dimensions.
 - 2.02 On the other hand rural children have higher mean score on Negative Self Adequacy ($t=2.34$, $P<0.05$) and Emotional Unresponsiveness ($t=20.78$, $P<0.01$) with that of urban children.
 - 2.03 On rest of the three personality dimension i.e. Hostility /Aggression, Negative Self Esteem and Emotional Instability both the group i.e. accepted urban and rural children have not any significant difference.
 - 2.04 On comparing the rejected children group across locations. i.e. urban and rural it was found that urban children have higher mean score on Negative World View with that of rural children. The 't' value was significant at 0.05 level.

- 2.05 On The other hand in rejected children group the rural children have higher mean score on Dependency and ($t=2.05, P<0.05$) and Negative Self adequacy ($t=2.79, P<0.01$) with that of urban children.
- 2.06 On rest of the four personality dimension i.e. Hostility /Aggression , Negative Self Esteem, Emotional Unresponsiveness and Emotional Instability both the group i.e. rejected urban and rural children have not any significant difference.
- 3.00 On comparing children group and mother group across Income background it was found that : -
- 3.01 There was no significant difference between the children of accepted and rejected groups so far as their Income background is concerned.
- 3.02 There was no significant difference between the mothers of accepted and rejected groups so far for as their income background is concerned.
- 3.03 But the rejected mothers of high income group have significantly higher mean score on Aggression /Hostility with that of rejected mothers group of low income group.
- 4.00 On comparing accepted and rejected children group of urban location across income background it was found that both the group did not show any significant difference on all the seven personality dispositions.
- 5.00 On comparing accepted and rejected children group of rural location across income background it was found that :
- 5.01 The accepted children group of rural location differ significantly on three personality disposition i.e. Hostility/Aggression and Negative World View both at 0.01 level and Negative Self Esteem at 0.05 level :

- 5.02 The rejected children group of rural location across income background (high/low) did not differ significantly so far as their personality dimensions are concerned.
- 6.00 The accepted and rejected group of mother differ significantly at 0.01 level on three personality dispositions i.e. Aggression/Hostility, Neglect /Indifference and Rejection (Undifferentiated). The rejected mothers have higher mean score with that of accepted mothers on all the above mentioned three personality dispositions.
- 7.00 There is not any significant difference on all the four personality dispositions between the accepted mothers group belonging to high and low income group.

The rejected mother groups differ significantly on only one personality disposition i.e. Aggression /Hostility. The rejected mothers of high income background have significantly high mean score($t=7.56$, $P<0.01$) with that of rejected mother of low income background.

- 8.00 The accepted mothers group of urban and rural locations differ significantly at 0.01 level from each other on all the four personality dispositions.

In the same way the rejected mother groups of urban and rural locations also differ significantly at 0.01 level from each other on three personality dispositions i.e. Warmth/Affection, Aggression/Hostility and Neglect / Indifference.

- 9.00 The accepted mother groups belonging to high or low income background of urban location did not differ significantly on all the four personality dispositions.

In the same way the rejected mother groups belonging to high and low income background of urban location did not differ significantly on all the four personality dispositions.

10.00 The accepted mothers belonging to high or low income background of a rural location did not differ significantly on all the four personality dispositions.

In the same way the rejected mothers belonging to high and low income background of rural locations did not differ significantly on all the four personality dispositions.

In the parental acceptance and rejection and development of personality study, behaviour observation (BOs) are designed to assess the quality of the relation between parents and children in terms of acceptance and rejection and to assess the presence and intensity of seven behavioural dispositions of children described in Rohner (1975,1980) In his handbook, viz. Aggression, Dependency, Self-esteem, Self-Adequacy, Emotional (Unresponsiveness), Emotional Instability and Negative World View . It is recognised of course that BOs are more effective method for assessing some behavioural dispositions than others. In general, aggressive and dependency behaviour of children seem to be most easily and frequently observed in BOs, with signs of Emotional Unresponsiveness and Emotional Instability following next, Self-esteem, Self-adquacy and Negative World View are not easily observed directly.

The evidence cited in the present research and elsewhere(e.g. Rohner and Nielson,1978, Rohner and Rohner 1980, Rohner and Roll, 1890),

supports the hypothesis that parental acceptance - Rejection is significantly associated with the psychological functioning of humans everywhere. This hypothesis receives support from converging evidence based on a variety of specific measurement modalities within U.S.A., cross nationally and holoculturally.

It is suggested that logically, psychologically and empirically, homogeneous scale of attitude towards child rearing will be useful for investigation the theories on the influence of maternal attitudes upon development of the child.

A child should be taught to avoid fighting no matter what happens ,
 "Mothers sacrifice almost all their own fun for their children."

Physical punishment tends to orient the child away from reality , and to make him more dependent upon adult affection and attention. When children are permitted to profit from their own mistakes with minimum of adult interference and punishment they tend to have more attractive personalities i.e. are more sociable , less dependent on adults better able to face reality . Extreme parental punitiveness appears to find the child to the parent in an abnormally dependent and emotional way, greater freedom provided by parents tended to be associated with more child initiative , less hostility and higher level of spontaneity and originality.

The child rearing practices of poorly adjusted parents are likely to be defective at the base, and It is doubtful that any amount of educational "tinkering" at the superficial fringe will do much to alter them. Human behaviour at the adult level is extremely resistant to change. Very often the best can be done is to help children live with "difficult" parents.

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Appendix

Appendix - A

Raw Scores of boys and girls on Child-PAQ and their Mothers on Mother-PARQ.

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
1	Urban	Female	5000.00	9	14	9	8	12	12	10	74	67	34	31	26	158
2	Urban	Female	11000.00	6	16	8	6	9	11	9	65	80	31	17	32	150
3	Urban	Female	6000.00	6	15	12	11	6	15	10	75	73	35	24	23	155
4	Urban	Female	9000.00	17	12	14	12	12	19	15	101	75	35	20	23	153
5	Urban	Female	6000.00	8	15	10	9	11	13	10	76	70	33	27	27	157
6	Urban	Female	6000.00	8	13	20	12	12	15	18	98	68	37	30	28	163
7	Urban	Female	8000.00	10	16	13	13	9	18	9	88	64	45	34	28	171
8	Urban	Female	6000.00	6	13	7	13	9	14	9	71	75	38	31	25	169
9	Urban	Female	5000.00	6	12	9	6	6	13	14	66	73	38	22	24	157
10	Urban	Female	5000.00	6	13	10	6	9	9	9	62	70	39	27	23	159
11	Urban	Female	4000.00	6	12	6	6	6	15	9	60	77	37	23	24	161
12	Urban	Female	5000.00	10	15	12	11	11	19	9	87	66	37	24	28	155
13	Urban	Female	4000.00	7	14	17	12	10	22	9	91	69	34	32	20	155
14	Urban	Female	6000.00	10	14	15	9	12	14	9	83	71	24	17	19	131
15	Urban	Female	4000.00	11	13	15	10	12	16	11	88	77	36	27	22	162
16	Urban	Female	6000.00	10	15	7	9	13	14	9	77	61	37	18	27	143
17	Urban	Female	5000.00	10	17	11	11	6	15	14	84	74	36	24	21	155
18	Urban	Female	8000.00	10	16	13	9	14	16	11	89	79	38	33	26	176
19	Urban	Female	4000.00	14	15	11	12	12	19	9	92	76	43	27	28	174
20	Urban	Female	3000.00	8	17	15	17	14	10	8	89	77	44	26	22	169
21	Urban	Female	6000.00	10	16	10	16	10	10	12	84	71	46	23	27	167

(ii)

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
22	Urban	Female	3000.00	10	16	9	13	13	14	12	87	75	21	20	14	130
23	Urban	Female	4000.00	12	18	9	10	10	17	9	85	70	39	24	24	157
24	Urban	Female	5000.00	11	15	9	7	9	14	11	76	79	38	24	23	164
25	Urban	Female	5000.00	11	16	12	11	12	20	9	91	74	37	22	25	158
26	Urban	Female	5000.00	6	12	7	14	9	14	9	71	77	24	29	17	147
27	Urban	Female	5000.00	12	18	9	13	6	14	15	87	76	40	23	24	163
28	Urban	Female	15000.00	10	18	11	8	7	17	9	80	70	33	25	25	153
29	Urban	Female	2000.00	9	18	18	16	12	17	12	92	76	36	19	19	150
30	Urban	Female	11000.00	10	18	21	14	14	15	12	94	76	26	23	14	139
31	Urban	Female	11000.00	12	15	6	9	6	9	9	66	76	25	21	17	138
32	Urban	Female	6000.00	8	6	10	8	12	12	10	66	78	24	22	17	141
33	Urban	Female	5000.00	10	16	9	14	14	13	9	85	76	32	19	20	147
34	Urban	Female	11000.00	8	16	11	6	13	13	9	76	74	25	18	18	135
35	Urban	Female	3500.00	16	12	11	15	8	21	10	93	72	25	19	19	135
36	Urban	Female	1500.00	6	15	10	8	6	14	11	70	62	32	23	28	148
37	Urban	Female	4000.00	14	13	8	9	11	17	10	82	77	31	19	21	148
38	Urban	Female	3000.00	11	11	15	15	12	14	12	90	70	34	23	22	149
39	Urban	Female	5000.00	6	19	12	8	9	11	9	74	73	35	21	26	155
40	Urban	Female	4000.00	11	15	6	10	12	13	9	76	74	45	23	28	170
41	Urban	Female	5000.00	8	15	8	12	12	12	15	82	74	37	17	23	151
42	Urban	Female	4000.00	12	12	10	16	11	16	13	90	73	28	23	35	149
43	Urban	Female	11000.00	7	17	7	6	6	10	11	64	73	27	21	15	136
44	Urban	Female	1500.00	10	15	6	10	11	14	12	78	58	36	39	25	158
45	Urban	Female	5000.00	13	15	13	13	11	16	16	97	75	26	17	20	136
46	Urban	Female	4000.00	11	15	12	15	11	14	16	94	71	35	19	26	151
47	Urban	Female	11000.00	17	15	12	12	13	17	11	97	69	38	22	24	15

(iii)

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
48	Urban	Female	4000.00	6	21	6	7	10	14	11	75	75	24	19	19	137
49	Urban	Female	4000.00	8	17	8	10	8	11	9	71	74	37	21	20	152
50	Urban	Female	11000.00	12	18	10	13	8	20	11	92	70	32	17	19	138
51	Urban	Female	12000.00	11	18	8	9	6	16	9	77	75	32	23	19	149
52	Urban	Female	11000.00	8	14	8	7	6	14	9	66	76	20	15	17	128
53	Urban	Female	10000.00	8	15	6	7	8	12	10	66	72	37	18	20	147
54	Urban	Female	10000.00	9	15	9	8	6	18	11	76	75	35	19	22	151
55	Urban	Female	10000.00	12	19	11	13	10	14	12	91	75	36	20	20	151
56	Urban	Female	10000.00	16	20	15	13	6	13	11	94	65	43	21	21	150
57	Urban	Female	5000.00	8	13	9	11	15	18	9	83	61	28	22	16	127
58	Urban	Female	4000.00	11	16	12	10	14	19	18	100	69	32	21	23	145
59	Urban	Female	11000.00	14	15	14	13	14	21	15	106	71	35	20	24	150
60	Urban	Female	6000.00	9	16	14	11	11	14	11	86	79	30	18	23	150
61	Urban	Female	4000.00	10	17	16	15	14	14	8	94	65	33	25	24	147
62	Urban	Female	6000.00	9	13	12	15	13	16	11	89	74	27	22	21	144
63	Urban	Female	11000.00	6	14	12	11	16	13	9	81	73	19	16	13	121
64	Urban	Female	5000.00	11	15	12	12	11	17	12	90	69	23	23	15	130
65	Urban	Female	11000.00	7	15	13	10	16	16	9	86	73	21	18	13	125
66	Urban	Female	4000.00	6	14	12	10	14	14	12	82	71	32	21	22	146
67	Urban	Female	11000.00	9	17	7	9	11	16	10	79	77	24	19	18	138
68	Urban	Female	6000.000	8	15	11	9	14	16	9	82	72	34	21	21	148
69	Urban	Female	11000.00	7	14	14	9	13	15	12	84	74	21	17	14	126
70	Urban	Female	6000.00	10	16	12	6	13	17	12	86	74	29	18	19	140

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
71	Urban	Female	6000.00	11	15	11	14	14	16	14	95	71	17	21	13	122
72	Urban	Female	11000.00	8	19	12	12	12	17	11	91	76	28	17	18	139
73	Urban	Female	10000.00	10	16	11	15	15	14	13	94	77	21	18	16	132
74	Urban	Female	11000.00	8	16	11	12	11	12	11	81	70	27	17	15	129
75	Urban	Female	11000.00	12	15	13	11	14	18	11	94	60	19	23	19	121
76	Urban	Male	3000.00	14	14	15	15	14	21	9	102	74	29	21	19	143
77	Urban	Male	11000.00	10	19	9	11	8	14	14	85	71	36	26	25	158
78	Urban	Male	2000.00	12	18	11	13	9	18	12	93	76	39	17	27	159
79	Urban	Male	4000.00	12	18	9	15	9	20	9	92	71	31	34	15	151
80	Urban	Male	6000.00	9	15	8	14	14	17	9	86	76	42	23	24	165
81	Urban	Male	11000.00	13	18	9	6	10	14	9	79	77	29	17	18	141
82	Urban	Male	5000.00	12	15	11	11	20	10	15	94	75	37	26	25	163
83	Urban	Male	2000.00	8	18	8	6	8	10	9	67	71	42	22	23	158
84	Urban	Male	4000.00	12	17	10	6	9	15	11	80	70	42	22	26	160
85	Urban	Male	3000.00	18	19	8	11	13	9	12	90	70	49	30	23	72
86	Urban	Male	5000.00	6	16	14	10	12	13	14	85	76	29	20	19	144
87	Urban	Male	2500.00	16	20	11	16	12	18	11	104	64	32	27	23	146
88	Urban	Male	3000.00	12	17	14	13	13	15	16	100	66	33	24	26	148
89	Urban	Male	6000.00	18	19	13	13	13	18	11	105	72	45	18	20	155
90	Urban	Male	3000.00	12	16	10	15	12	18	11	94	63	28	28	18	137
91	Urban	Male	6000.000	14	18	11	13	10	15	12	93	73	31	22	21	147
92	Urban	Male	5000.00	12	18	16	10	14	15	12	97	71	33	23	24	151
93	Urban	Male	5000.00	23	20	9	10	19	21	9	111	79	30	20	19	148

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
94	Urban	Male	5000.00	15	18	12	12	6	13	14	90	76	38	25	18	157
95	Urban	Male	4000.00	6	15	10	12	10	11	9	73	66	25	24	24	139
96	Urban	Male	4000.00	12	15	9	12	9	17	9	83	74	43	28	27	172
97	Urban	Male	3000.00	6	13	10	9	8	15	9	70	76	42	25	22	165
98	Urban	Male	3000.00	14	16	8	11	9	18	9	85	77	42	22	26	167
99	Urban	Male	4000.00	9	12	8	6	6	11	9	61	76	25	16	17	134
100	Urban	Male	5000.00	9	14	9	9	11	9	9	70	77	31	24	23	155
101	Urban	Male	6000.00	6	18	9	6	6	10	9	64	73	29	17	18	137
102	Urban	Male	2000.00	10	15	12	14	6	17	12	86	71	47	21	24	163
103	Urban	Male	2000.00	10	15	9	6	9	11	9	69	72	44	21	25	162
104	Urban	Male	11000.00	6	15	6	17	6	11	9	70	79	32	18	16	145
105	Urban	Male	12000.00	16	15	8	9	14	7	9	78	74	39	15	23	151
106	Urban	Male	8000.00	10	12	6	11	8	15	9	71	75	35	17	21	148
107	Urban	Male	11000.00	18	17	13	8	16	17	15	104	72	28	15	24	139
108	Urban	Male	2500.00	13	15	8	11	11	14	11	83	71	34	18	22	145
109	Urban	Male	6000.00	6	13	14	12	10	13	17	85	79	28	15	21	143
110	Urban	Male	11000.00	6	16	12	10	8	12	10	74	76	38	17	25	156
111	Urban	Male	11000.00	6	18	10	9	12	11	12	78	78	19	17	20	134
112	Urban	Male	5000.00	12	18	13	8	16	11	15	93	75	42	22	25	164
113	Urban	Male	5000.00	13	16	10	8	13	14	16	90	74	31	21	21	147
114	Urban	Male	5000.00	13	19	7	10	12	15	9	85	71	51	27	25	174
115	Urban	Male	3000.00	14	15	9	8	11	18	9	84	71	42	29	28	170
116	Urban	Male	3000.00	8	16	10	9	6	9	9	67	67	45	22	29	163

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
117	Urban	Male	3000.00	11	17	8	8	13	12	12	79	75	41	21	29	166
118	Urban	Male	4000.00	10	11	7	7	9	11	12	67	76	40	22	25	163
119	Urban	Male	11000.00	12	14	12	14	14	20	9	95	49	44	35	25	153
120	Urban	Male	3000.00	6	18	14	12	9	14	15	88	77	38	21	25	161
121	Urban	Male	4000.00	8	16	9	9	10	11	9	72	76	26	17	19	138
122	Urban	Male	4000.00	6	15	9	12	9	13	9	73	73	40	22	19	154
123	Urban	Male	5000.00	7	15	9	12	6	9	9	67	72	41	20	26	159
124	Urban	Male	5000.00	8	15	10	13	12	11	11	80	66	35	22	23	146
125	Urban	Male	6000.00	13	14	12	12	9	12	12	84	69	34	20	18	141
126	Urban	Male	1000.00	10	16	8	8	9	12	10	73	65	44	24	23	156
127	Urban	Male	5000.00	7	12	11	10	9	11	9	69	69	37	15	21	142
128	Urban	Male	5000.00	13	15	13	13	11	16	16	97	75	26	17	17	135
129	Urban	Male	5000.00	13	15	15	13	11	16	16	99	75	26	17	17	135
130	Urban	Male	5000.00	9	15	14	12	14	16	18	98	66	27	23	16	132
131	Urban	Male	5000.00	8	14	13	10	11	12	20	88	67	37	19	20	143
132	Urban	Male	5000.00	10	16	12	13	8	13	13	85	73	33	22	21	149
133	Urban	Male	5000.00	8	13	7	14	9	16	11	78	72	39	17	20	148
134	Urban	Male	12000.00	13	17	14	16	16	18	15	109	71	24	21	15	131
135	Urban	Male	6000.00	8	12	8	13	6	10	9	66	76	34	22	22	154
136	Urban	Male	6000.00	17	18	11	18	11	14	10	99	71	44	21	25	161
137	Urban	Male	6000.00	13	20	11	17	14	15	12	102	68	37	23	25	153
138	Urban	Male	11000.00	15	20	11	14	11	14	15	100	70	41	22	24	157
139	Urban	Male	11000.00	11	12	9	7	10	16	12	77	63	41	20	25	149

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
140	Urban	Male	5500.00	15	19	13	12	10	14	15	98	67	42	21	27	157
141	Urban	Male	5000.00	10	14	10	10	12	16	10	82	76	28	23	21	148
142	Urban	Male	12000.00	12	19	9	9	12	18	9	88	69	36	20	21	146
143	Urban	Male	11000.00	9	17	7	8	22	13	10	86	66	31	23	20	140
144	Urban	Male	13000.00	12	14	14	10	12	17	12	91	69	25	24	17	135
145	Urban	Male	11000.00	10	14	11	14	12	17	13	91	68	30	21	21	140
146	Urban	Male	10000.00	9	15	6	14	15	12	9	80	71	33	20	25	149
147	Urban	Male	11000.00	12	18	8	8	9	18	9	82	66	28	17	20	131
148	Urban	Male	12000.00	6	18	6	10	13	13	9	75	71	30	25	21	147
149	Urban	Male	10000.00	7	19	7	8	11	18	9	79	66	32	18	20	136
150	Urban	Male	11000.00	8	19	8	9	8	17	9	78	71	31	20	23	145
151	Rural	Female	4000.00	11	16	6	12	9	12	9	75	74	27	22	18	141
152	Rural	Female	1500.00	15	17	13	17	13	20	12	107	67	31	27	22	147
153	Rural	Female	2000.00	8	14	6	12	10	10	9	69	69	40	24	25	158
154	Rural	Female	5000.00	8	17	6	13	13	18	9	84	75	40	26	20	161
155	Rural	Female	5000.00	14	21	15	14	15	19	15	113	58	39	29	23	149
156	Rural	Female	12000.00	21	20	9	13	11	16	12	102	72	34	18	19	143
157	Rural	Female	11000.00	14	19	10	12	17	13	12	93	71	32	24	19	146
158	Rural	Female	2000.00	17	20	10	10	13	21	11	102	71	46	26	26	169
159	Rural	Female	2000.00	13	21	12	15	14	13	14	102	68	34	23	20	145
160	Rural	Female	2000.00	13	14	12	15	12	15	11	92	61	40	26	22	149
161	Rural	Female	5000.00	10	18	10	11	10	15	10	84	62	35	28	25	150
162	Rural	Female	5000.00	23	23	13	12	12	21	10	114	68	42	22	23	155

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
163	Rural	Female	5500.00	17	20	12	12	16	19	11	107	64	42	26	20	152
164	Rural	Female	3000.00	18	17	9	13	12	17	10	96	62	43	27	28	160
165	Rural	Female	4000.00	11	18	13	16	15	16	11	100	62	43	27	27	159
166	Rural	Female	3000.00	20	19	14	14	15	21	9	112	62	40	26	22	150
167	Rural	Female	5000.00	18	18	10	14	14	19	10	103	54	44	35	25	159
168	Rural	Female	5000.00	9	18	8	14	8	11	9	77	67	38	27	22	154
169	Rural	Female	5000.00	13	15	12	13	15	16	9	93	66	47	29	24	166
170	Rural	Female	3000.00	11	19	12	12	12	19	10	95	63	40	20	22	148
171	Rural	Female	1000.00	11	17	16	15	12	11	13	95	66	36	20	19	141
172	Rural	Female	900.00	9	20	8	12	12	13	9	83	65	29	28	20	142
173	Rural	Female	11000.00	8	18	6	8	6	16	9	71	64	36	24	19	133
174	Rural	Female	11000.00	13	20	9	11	14	9	10	86	64	38	23	22	147
175	Rural	Female	6000.00	11	18	13	11	9	10	10	82	59	48	32	28	167
176	Rural	Female	5000.00	14	19	9	11	15	12	9	89	57	35	26	20	138
177	Rural	Female	4000.00	15	18	12	14	12	15	14	100	60	37	25	22	144
178	Rural	Female	5000.00	15	13	7	15	9	13	14	86	58	41	28	18	145
179	Rural	Female	5000.00	13	18	14	12	12	19	9	97	64	42	28	24	158
180	Rural	Female	5000.00	11	20	13	14	17	11	11	97	60	35	29	21	145
181	Rural	Female	5000.00	13	17	11	13	13	16	11	94	66	47	25	25	163
182	Rural	Female	5000.00	12	17	14	14	14	16	10	97	63	45	31	26	165
183	Rural	Female	4000.00	20	18	11	14	14	21	14	112	63	37	22	22	144
184	Rural	Female	10000.00	6	18	10	10	10	11	10	75	63	45	22	19	149
185	Rural	Female	10000.00	13	16	14	13	12	16	10	94	59	36	24	21	140

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
186	Rural	Female	9000.00	21	17	11	11	11	20	13	104	62	34	23	25	144
187	Rural	Female	4000.00	9	16	10	10	10	14	9	78	63	38	25	17	143
188	Rural	Female	5000.00	12	20	10	8	9	11	9	79	63	35	27	20	145
189	Rural	Female	10000.00	10	18	12	13	11	11	9	84	65	38	25	22	150
190	Rural	Female	12000.00	11	18	9	13	10	14	10	85	66	45	31	21	163
191	Rural	Female	10000.00	17	15	11	14	15	12	9	93	64	40	28	22	154
192	Rural	Female	11000.00	11	20	12	9	12	12	9	85	69	37	21	23	150
193	Rural	Female	11000.00	16	19	10	8	12	15	9	89	62	32	22	24	140
194	Rural	Female	9000.00	13	20	11	12	10	17	10	93	60	42	26	25	153
195	Rural	Female	11000.00	15	20	9	14	12	15	7	92	66	44	27	27	164
196	Rural	Female	12000.00	9	18	20	15	17	17	20	116	65	41	27	24	157
197	Rural	Female	4000.00	13	9	16	14	19	18	14	103	58	35	26	28	147
198	Rural	Female	5000.00	11	16	13	18	18	18	12	106	64	40	23	28	155
199	Rural	Female	5000.00	21	15	13	14	20	19	10	91	58	33	35	23	149
200	Rural	Female	3000.00	10	18	17	14	19	20	6	104	61	39	29	26	155
201	Rural	Female	3000.00	10	20	9	15	16	17	14	101	58	43	33	31	165
202	Rural	Female	11000.00	13	19	8	13	12	11	12	88	59	42	26	21	148
203	Rural	Female	6000.00	16	16	10	11	11	18	9	91	64	37	29	25	155
204	Rural	Female	11000.00	9	15	18	6	12	18	9	87	62	25	25	21	133
205	Rural	Female	5000.00	21	19	10	12	16	17	9	104	63	41	28	22	154
206	Rural	Female	5000.00	17	19	12	14	10	21	11	104	64	42	24	26	156
207	Rural	Female	12000.00	10	18	10	12	12	20	10	92	62	37	22	23	144
208	Rural	Female	6000.00	12	17	13	18	12	19	11	102	54	40	28	26	148

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
209	Rural	Female	6000.00	11	21	9	15	14	20	12	102	64	37	24	20	145
210	Rural	Female	4000.00	13	19	16	13	11	10	11	101	52*	51	34	30	167
211	Rural	Female	6000.00	11	15	18	13	15	12	9	93	64	50	24	25	163
212	Rural	Female	11000.00	7	15	7	9	8	15	9	70	65	42	21	24	152
213	Rural	Female	6000.00	11	15	13	15	10	17	7	88	62	45	24	29	160
214	Rural	Female	5000.00	14	20	17	15	14	14	8	102	63	45	23	28	159
215	Rural	Female	4000.00	15	18	15	8	14	18	12	100	69	45	27	22	163
216	Rural	Female	4000.00	9	20	12	14	16	19	10	100	60	32	24	23	139
217	Rural	Female	7000.00	13	19	13	11	10	19	16	101	59	34	28	22	143
218	Rural	Female	11000.00	11	18	8	12	11	20	9	89	65	43	24	22	154
219	Rural	Female	5000.00	10	16	9	14	13	22	9	93	68	34	26	23	151
220	Rural	Female	5000.00	16	19	12	15	16	21	10	109	58	37	27	25	147
221	Rural	Female	11000.00	9	18	10	17	16	20	12	102	70	24	16	16	126
222	Rural	Female	4000.00	15	14	12	17	9	19	10	96	50	48	35	23	156
223	Rural	Female	4000.00	20	17	8	13	8	22	10	98	67	39	22	25	153
224	Rural	Female	11000.00	15	16	8	8	10	16	10	83	68	33	23	23	147
225	Rural	Female	11000.00	15	17	8	10	9	20	9	88	69	44	22	27	162
226	Rural	Male	1500.00	13	16	8	10	9	18	9	83	67	35	25	21	148
227	Rural	Male	3000.00	11	13	8	14	11	16	9	82	69	27	24	23	143
228	Rural	Male	5000.00	18	24	12	13	15	19	9	110	71	33	22	22	148
229	Rural	Male	1200.00	8	20	9	12	9	12	11	81	66*	33	23	22	144
230	Rural	Male	2000.00	10	19	8	13	12	13	9	84	74	40	21	20	155
231	Rural	Male	5000.00	19	15	9	9	9	19	9	89	73	50	21	27	171

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
232	Rural	Male	700.00	16	17	14	14	13	20	15	109	76	31	21	15	143
233	Rural	Male	12000.00	15	18	8	8	9	19	9	86	69	25	18	16	128
234	Rural	Male	5000.00	17	15	10	12	11	19	8	92	61	42	27	25	155
235	Rural	Male	5000.00	12	18	12	13	15	18	11	99	70	37	25	19	151
236	Rural	Male	5000.00	13	19	12	13	12	17	9	95	63	37	23	21	144
237	Rural	Male	6000.00	16	21	9	9	9	15	9	88	65	37	30	21	153
238	Rural	Male	5000.00	17	20	14	16	9	16	11	103	59	37	24	23	133
239	Rural	Male	6000.00	16	17	13	13	15	15	9	98	71	44	24	23	162
240	Rural	Male	3000.00	9	20	17	12	12	14	9	93	62	38	24	23	147
241	Rural	Male	5000.00	11	17	12	14	14	14	9	91	68	47	27	22	164
242	Rural	Male	4000.00	14	19	11	12	12	16	9	93	70	46	29	23	168
243	Rural	Male	6000.00	13	16	11	12	8	13	11	84	65	42	31	25	163
244	Rural	Male	6000.00	12	18	12	12	12	18	9	93	67	44	29	20	160
245	Rural	Male	5000.00	11	17	9	11	7	12	9	76	66	49	25	21	161
246	Rural	Male	5000.00	17	16	13	15	17	17	9	104	66	47	30	29	172
247	Rural	Male	4000.00	15	18	15	18	12	17	16	111	69	45	29	24	167
248	Rural	Male	12000.00	16	17	7	17	8	12	9	86	72	40	22	26	160
249	Rural	Male	5000.00	14	20	10	15	14	14	19	106	64	41	20	19	144
250	Rural	Male	5000.00	11	21	16	8	14	12	7	89	64	39	23	22	148
251	Rural	Male	4000.00	11	19	13	13	9	17	10	92	58	50	34	29	171
252	Rural	Male	5000.00	8	12	10	15	10	17	10	82	60	43	24	23	150
253	Rural	Male	5000.00	18	19	15	14	15	14	14	109	62	36	24	16	138
254	Rural	Male	5000.00	9	18	13	17	16	10	16	99	65	46	28	21	160

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
255	Rural	Male	5000.00	10	19	12	14	13	16	14	98	61	38	27	21	147
256	Rural	Male	4000.00	12	18	14	16	13	19	11	103	63	35	25	20	143
257	Rural	Male	4000.00	13	17	13	16	10	18	14	101	57	38	25	24	144
258	Rural	Male	12000.00	14	18	14	12	11	13	9	91	69	37	26	25	157
259	Rural	Male	8000.00	16	19	13	13	12	15	14	102	68	38	25	23	154
260	Rural	Male	6000.00	13	16	14	15	13	17	12	100	62	38	24	18	142
261	Rural	Male	5000.00	13	17	17	18	15	14	14	108	62	45	24	22	153
262	Rural	Male	5000.00	12	16	17	17	17	15	13	107	67	40	26	25	158
263	Rural	Male	10000.00	13	19	12	11	12	12	9	88	65	37	22	22	146
264	Rural	Male	10000.00	11	18	7	13	9	16	10	84	62	43	21	23	149
265	Rural	Male	11000.00	7	14	11	12	9	10	10	73	61	34	27	17	139
266	Rural	Male	11000.00	9	17	10	9	9	15	9	78	63	36	25	21	145
267	Rural	Male	8000.00	8	15	9	12	10	17	10	81	62	41	25	21	149
268	Rural	Male	11000.00	7	15	9	9	8	11	10	69	58	32	29	24	143
269	Rural	Male	11000.00	12	20	14	12	13	15	10	96	61	35	27	23	146
270	Rural	Male	6000.00	8	15	11	9	10	15	9	77	62	37	27	19	145
271	Rural	Male	11000.00	10	17	15	12	7	14	9	84	64	41	26	21	152
272	Rural	Male	11000.00	9	16	10	9	9	14	10	77	65	34	27	21	147
273	Rural	Male	6000.00	17	18	10	12	9	22	9	97	67	49	26	26	168
274	Rural	Male	8000.00	17	19	10	14	14	21	10	105	60	48	30	21	159
275	Rural	Male	12000.00	7	16	8	10	13	15	10	79	63	40	24	21	148
276	Rural	Male	7000.00	14	17	12	11	12	12	9	87	63	41	25	22	161
277	Rural	Male	5000.00	19	19	12	15	11	20	12	108	65	39	27	26	157

Sr. No.	Local	Sex	Income	Child -PAQ								Mother- PARQ				
				1	2	3	4	5	6	7	Total	1	2	3	4	Total
278	Rural	Male	10000.00	10	15	10	9	9	10	9	72	69	36	21	22	148
279	Rural	Male	11000.00	9	19	7	12	11	9	10	77	65	37	23	19	144
280	Rural	Male	6000.00	13	16	6	13	10	15	12	85	59	42	35	26	162
281	Rural	Male	3000.00	13	15	11	12	14	16	15	96	63	27	19	30	149
282	Rural	Male	5000.00	20	16	6	9	11	15	9	86	66	36	27	23	152
283	Rural	Male	6000.00	13	17	13	15	13	19	15	105	63	31	22	21	137
284	Rural	Male	5000.00	17	18	15	13	13	19	11	106	65	35	28	28	156
285	Rural	Male	10000.00	17	16	7	12	8	19	9	88	58	33	25	24	140
286	Rural	Male	10000.00	13	17	16	11	10	10	9	86	58	33	27	23	141
287	Rural	Male	4000.00	7	19	12	12	14	19	12	95	67	40	27	26	160
288	Rural	Male	3000.00	12	18	6	9	7	15	9	76	65	34	23	23	145
289	Rural	Male	4000.00	11	17	9	15	11	14	10	87	65	39	20	27	151
290	Rural	Female	6000.00	12	15	10	18	10	13	9	87	59	50	28	30	167
291	Rural	Female	3000.00	12	15	12	10	10	20	10	89	66	39	25	21	151
292	Rural	Female	4000.00	16	20	15	16	14	19	18	118	61	51	37	31	180
293	Rural	Female	11000.00	17	16	12	15	8	19	10	97	69	34	18	21	142
294	Rural	Female	3000.00	11	18	19	16	10	15	15	104	55	49	33	28	165
295	Rural	Male	3000.00	16	18	11	16	10	18	11	100	64	42	28	26	160
296	Rural	Male	3000.00	14	18	15	17	12	10	22	108	63	37	27	25	152
297	Rural	Male	11000.00	15	17	16	14	13	14	9	96	66	44	22	23	155
298	Rural	Male	11000.00	7	13	9	10	9	12	9	69	66	44	22	22	154
299	Rural	Male	4000.00	17	19	14	16	15	15	9	105	60	40	28	20	148
300	Rural	Male	4000.00	11	20	14	13	8	12	4	92	65	45	23	20	153

PAQ (Child)

Originally constructed and standardized by Prof. R. P. Rohner,
Connecticut U.S.A.

(Meet for Research Purpose only, and not for commercial use Adapted by Dr. Jai
Prakash , Prof. and Head, Deptt. of Psychology, Dr. Hari Singh Gaur University of
Sagar, Sagar)

व्यक्तित्व मापक मापक प्रश्नावली (Child)

नाम : -----

आयु ----- कक्षा : -----

विद्यालय -----

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
1. मैं लड़ने झगड़ने की बात सोचता/सोचती हूँ।				
2. मैं चाहता/चाहती हूँ कि जब मैं बीमार पड़ूँ तो मेरी माँ मेरे लिये दुःखी हो।				
3. मैं अपने को पसन्द करता/करती हूँ।				
4. मैं सोचता/सोचती हूँ कि जिस काम को मैं करना चाहूँ उसे उतनी ही भली प्रकार कर सकता/सकती हूँ जितना अधिकतर दूसरे लोग।				
5. दूसरों के प्रति अपनी भावनायें दर्शाने में मुझे कठिनाई होती है।				
6. जब मैं कोई काम करने की कोशिश करता /करती हूँ और उसे नहीं कर पाता/पाती तो मुझे बुरा लगता है अथवा क्रोधित हो जाता/जाती हूँ।				
7. मैं जीवन को सुखमय मानता / मानती हूँ।				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
8. मैं किसी व्यक्ति अथवा वस्तु पर प्रहार करना चाहता/चाहती हूँ।				
9. मैं चाहता/चाहती हूँ कि मेरे माता पिता मुझ से बहुत प्यार करें।				
10. मैं सोचता/ सोचती हूँ कि मैं किसी काम का/ की नहीं हूँ और न कभी हो सकूंगा/ सकूंगी।				
11. मैं सोचता/ सोचती हूँ कि मैं कोई काम भली प्रकार नहीं कर सकता/सकती।				
12. अपने माता -पिता से मैं आसानी से प्यार दिखा सकता/सकती।				
13. बिना कारण के ही मैं बुरे मूड में रहता/रहती हूँ या दूसरों की शिकायत करता रहता/ करती रहती हूँ।				
14. मैं जीवन को खतरों से भरा मानता / मानती हूँ।				
15. मैं इतना/इतनी क्रोधित हो जाता /जाती हूँ कि चीजों को फेंकता/फेंकती और तोड़ता/तोड़ती हूँ।				
16. जब मैं दुःखी होता/होती हूँ तो अपनी उलझनों को स्वयं सुलझाना पसंद करता/करती हूँ।				
17. जब मैं किसी अपरिचित {अन्जान} व्यक्ति से मिलता/मिलती हूँ। तो सोचता/सोचती हूँ कि वह मुझसे बहुत अच्छा है।				
18. जिन चीजों को चाहता/चाहती हूँ उन्हें प्राप्त करने के लिये मैं सफलता पूर्वक प्रयास कर लेता/लेती हूँ।				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
19. मित्र बनाने और उनसे मित्रता बनाये रखने में मुझे कठिनाई होती है ।				
20. जब काम बिगड़ जाते हैं तो मैं घबरा जाता/जाती हूँ ।				
21. मेरे विचार से दुनिया एक सुखमय स्थान है।				
22. जो लोग बिना समझे काम करते हैं मैं उनकी हंसी उड़ाता/उड़ाती हूँ ।				
23. मैं चाहता/चाहती हूँ कि मेरी मां मेरी ओर खूब ध्यान दें ।				
24. मैं समझता/समझती हूँ कि मैं एक अच्छा व्यक्ति हूँ और चाहता/चाहती कि मेरी ओर लोग ऐसा सोचें ।				
25. मैं चाहता/चाहती हूँ कि मैं एक असफल व्यक्ति हूँ।				
26. मैं अपने परिवार के सदस्यों से आसानी से बता सकता/सकती हूँ। कि मैं उन्हें प्यार करता/करती हूँ।				
27. कभी मैं प्रसन्नचित और खुश रहता/रहती हूँ। और दूसरे क्षण उदास हो जाता/जाती हूँ।				
28. मेरे लिये संसार एक दुःखद स्थान है।				
29. जब मैं गुस्सा होता/होती हूँ तो मैं अपना मुँह बिगाड़ता/बिगाड़ती हूँ।				
30. जब मैं किसी बात से परेशान होता/होती हूँ। तो चाहता/चाहती हूँ कि लोग मुझे उत्साहित करें।				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
31. मैं अपने बारे में काफी अच्छा अनुभव करता/करती हूँ।				
32. मैं अनुभव करता/करती हूँ कि मैं उन बहुत से कामों को नहीं कर सकती/सकता जिन्हें करने की कोशिश करता/करती हूँ।				
33. जिस व्यक्ति को चाहता/चाहती हूँ उसे यह बताना मेरे लिये कठिन होता है कि मेरी उसके प्रति क्या भावनाएँ हैं।				
34. मैं साधारणतया क्रोधित या परेशान नहीं होता/होती।				
35. मैं दुनिया को एक खतरनाक जगह समझता/समझती हूँ।				
36. गुस्से पर काबू रखना मेरे लिये कठिन है।				
37. जब मैं बीमार या कष्ट में होता/होती हूँ तो मैं चाहता/चाहती हूँ कि मेरे माता पिता मेरे विषय में अनावश्यक परेशानी की बातें करें।				
38. मैं अपने आप से दुखी रहता/रहती हूँ।				
39. मैं सोचता/सोचती हूँ कि जो कुछ मैं करता/करती हूँ उसमें सफल होता / होती हूँ।				
40. मित्रों पर यह प्रकट करना मेरे लिये आसान है कि मैं उन्हें पसन्द करता/करती हूँ।				
41. कठिन समस्याओं का सामना करने में मैं जल्दी (आसानी से) घबरा जाता/जाती हूँ।				
42. जीवन मेरे लिये अच्छी चीज है।				

PARQ (MOTHER)

प्रश्नावली (वयस्क- I)

नाम अथवा नम्बर -----

दिनांक -----

आगे के पन्नों में कुछ कथन दिये गये हैं। जो यह बताते हैं कि माताएं बच्चों के साथ कैसा व्यवहार करती हैं। उस पर वह कथन किस रूप में लागू होता है। जल्दी सोचिये, जो पहला भाव मन में आये उसे अंकित करके दूसरे कथन पर पहुंच जाइये। किसी कथन पर ठहरिये नहीं।

हर कथन के सामने चार रेखायें खिंची हैं। यदि अपने से आप जो व्यवहार करती हैं। उसके बारे में कथन मूलतः सत्य है तो खुद से पूछिये कि “क्या वह लगभग हमेशा सच है ?” या “सिर्फ कभी कभी सच है” यदि आप समझती हैं कि अपने बच्चे के साथ आप हमेशा वैसा व्यवहार करती हैं तो “हमेशा सच की रेखा पर x का चिन्ह लगाइये, यदि कथन अपने बच्चे के साथ आपके व्यवहार के बारे में कभी सच है तो “कभी कभी सच” की रेखा पर x का चिन्ह लगाइये। यदि आपको लगता है कि अपने बच्चे के साथ आप जैसा व्यवहार करती हैं उसके बारे में कथन मूलतः गलत है तो खुद से पूछिये कि “वह क्या कभी कभार अर्थात् बहुत ही कम बार सच है ?” या “वह लगभग हमेशा गलत है।” यदि “वह बहुत कम बार सच है अर्थात् बहुत कम ऐसा होता है तो बहुत कम सच की रेखा पर x का चिन्ह लगाइये कथन यदि हमेशा गलत तो है “हमेशा गलत या कभी नहीं सच की रेखा को चिन्हांकित करिये।

याद रखिये कि किसी भी कथन के बारे में कोई जबाब न तो सही है न गलत इसलिये जितना सम्भव है उतना खुलकर जबाब दें। आप खुद को जैसा सचमुच समझती हैं उसी के अनुसार हर कथन उत्तर दीजिये, यह सोचकर नहीं आपको कैसा होना चाहिये। उदाहरण के लिये, अच्छा व्यवहार करने पर अपने बच्चे/बच्ची को आप यदि हमेशा सीने से चिपकाती और चूमती हैं तो इस कथन के बारे में नीचे दिखाये हुये ढंग से चिन्ह लगाइयें -

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
मेरा बच्चा/बच्ची जब अच्छा व्यवहार करता/करती है तब मैं उसे सीने से लगा लेती हूँ और चूमती हूँ।	x			

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
1. मैं अपने बच्चे /बच्ची के बारे में अच्छी बातें कहती हूँ।(गुणगान करती हूँ)				
2. जब वह कोई खराब काम करता/करती है तब मैं उसे बुरा भला कहती हूँ और फटकारती हूँ।				
3. मैं उसकी उपेक्षा करती हूँ (कोई परवाह नहीं करती।)				
4. मुझे सन्देह है कि मैं उसे सचमुच चाहती हूँ।				
5. मैं रोज की सामान्य बातों की उससे चर्चा करती हूँ और जो कुछ वह कहता/कहती है उसे ध्यान से सुनती हूँ।				
6. जब वह मेरी बात नहीं सुनता /सुनती तब मैं दूसरों से उसकी शिकायत करती हूँ।				
7. अपने बच्चे/ बच्ची में मैं पूरी रुचि (दिलचस्पी) रखती हूँ।				
8. अपने दोस्तों को घर लाने के लिये मैं उसे प्रोत्साहित करती हूँ। और उन्हें खुश करने की कोशिश करती हूँ।				
9. मैं अपने बच्चे /बच्ची की हंसी उड़ाती हूँ।				
10. जब तक मुझे उससे कोई परेशानी नहीं होती तब तक मैं उसकी उपेक्षा करती हूँ। (परवाह नहीं करती)				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
12. जब मैं क्रोध में होती हूँ तब उस पर चिल्लाती हूँ।				
13. मैं उसके साथ ऐसा व्यवहार करती हूँ कि वह मुझ से अपने मन की बात सरलता से कह सके।				
14. मैं अपने बच्चे /बच्ची के प्रति कठोर हूँ।				
15. उसके पास रहने पर मैं आनंदित (खुश) होती हूँ।				
16. जब वह कोई अच्छा काम करता/करती है तब मैं उसे उस काम के लिये गर्व का अनुभव कराती हूँ।				
17. कोई गलती न होने पर भी उसे पीटती हूँ।				
18. बच्चे/बच्ची के लिये जो करना चाहिये उसे मैं भूल जाती हूँ।				
19. मेरा बच्चा /बच्ची मुझ पर भार है।				
20. मैं दूसरों से अपने बच्चे/बच्ची की तारीफ करती हूँ।				
21. जब मैं क्रुद्ध हो जाती हूँ तो मैं अपने बच्चे/बच्ची को दण्ड (सजा) देती हूँ।				
22. मैं ध्यान रखती हूँ कि मेरे बच्चे/बच्ची को सही भोजन मिले।				
23. मैं अपने बच्चे/बच्ची के उत्साह और प्यार से बातें करती हूँ।				
24. अपने बच्चे/बच्ची के साथ व्यवहार में धीरज खो बैठती हूँ। (उतावलापन दिखाती हूँ।)				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
25. मैं इतनी व्यस्त रहती हूँ कि उसके सवालों का जवाब नहीं दे पाती हूँ।				
26. मैं अपने बच्चे/बच्ची से असन्तुष्ट रहती हूँ।				
27. अच्छा काम करने पर मैं अपने बच्चे/बच्ची की प्रशंसा करती हूँ।				
28. मैं अपने बच्चे/बच्ची पर झल्ला जाती हूँ। (चिड़चिड़ा जाती हूँ।)				
29. मेरे बच्चे/बच्ची के साथी कौन है, मैं इसका ध्यान रखती हूँ।				
30. अपने बच्चे/बच्ची के कार्य में रुचि लेती हूँ।				
31. मैं अपने बच्चे/बच्ची से कड़वी बातें बोलती हूँ।				
32. जब वह मदद चाहता/चाहती है तब मैं लापरवाही से टाल जाती हूँ।				
33. जब वह किसी कठिनाई में पड़ जाता/जाती है तब मैं उससे सहानुभूति नहीं दिखती।				
34. मैं उससे अनुभव करती हूँ कि मुझे उसकी चाह और जरूरत है।				
35. मैं उससे कहती हूँ कि वह मुझे बहुत तंग करता/करती है।				
36. अपने बच्चे/बच्ची पर मैं खूब ध्यान देती हूँ।				
37. जब वह अच्छा व्यवहार करती/करती है तब मैं उसे बताती हूँ कि मुझे उस पर कितना गर्व है।				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
38. मैं अपने बच्चे/बच्ची की भावनाओं को ठेस पहुंचाती हूँ।				
39. मैं उन घटनाओं को भूल जाती हूँ जो मेरे बच्चे/बच्ची के विचार से मुझे याद रखनी चाहिये।				
40. जब वह अनुचित व्यवहार करती/करता है तब मैं उसे जताती हूँ कि मैं उससे प्यार नहीं करती।				
41. मैं जताती हूँ कि मेरी नजर में मेरे बच्चे/बच्ची का हर कार्य महत्वपूर्ण है।				
42. जब उससे कोई गलती हो जाती है तब मैं उसे डराती या धमकाती हूँ।				
43. अपने बच्चे/बच्ची के साथ समय बिताना मुझे अच्छा लगता है।				
44. मेरा बच्चा/बच्ची जब भयभीत या परेशान होता/होती है तब मैं उसकी मदद करने की कोशिशकरती हूँ।				
45. मेरा बच्चा/बच्ची जब ठीक व्यवहार नहीं करता/करती तब मैं उसके दोस्तों के सामने शर्मिन्दा करती हूँ।				
46. मैं अपने बच्चे/बच्ची के साथ रहने से कतराती हूँ।				
47. मैं अपने बच्चे/बच्ची के बारे में शिकायत करती हूँ। मैं अपने बच्चे/बच्ची की राय(द्रष्टिकोण) का आदर करती हूँ।और उसे व्यक्त(जाहिर) करने के लिये उसे प्रोत्साहित करती हूँ।				

कथन	मेरे बारे में सत्य		मेरे बारे में असत्य	
	हमेशा सच	कभी कभी सच	बहुत कम सच	हमेशा गलत
49. दूसरे बच्चों को मैं उससे ज्यादा अच्छा बताती हूँ।				
50. जब मैं कोई योजना बनाती हूँ तो अपने बच्चे/ बच्ची का ध्यान रखती हूँ।				
51. चाहे मुझे असुविधा हो, मैं अपने बच्चे/बच्ची को वह सब करने देती हूँ जो उसे महत्वपूर्ण लगता है।				
52. जब वह बुरा काम करती/करता है तब दूसरे बच्चों की तुलना में उसे बुरा बताती हूँ।				
53. मैं दूसरों के भरोसे बच्चे/बच्ची को छोड़ देती हूँ जैसे पड़ोसी अथवा रिश्तेदार।				
54. मैं अपने बच्चे/बच्ची को जताती हूँ कि मुझे उसकी कोई जरूरत नहीं है।				
55. जो कुछ वह करती/करता है उस में मैं रुचि लेती हूँ।				
56. जब वह कष्ट में रहता/रहती है या बीमार हो जाती है तब मैं उसका मन बहलाती हूँ।				
57. जब वह अनुचित व्यवहार करता /करती है तब मैं जताती हूँ कि उसके कारण मैं शर्मिन्दा हूँ।				
58. मैं जताती हूँ कि मुझे अपने बच्चे/बच्ची से प्यार है।				
59. मैं कोमलता और दयालुता से उसके उसके साथ व्यवहार करती हूँ।				
60. जब उसका व्यवहार बुरा होता है तब मैं उसे अनुभव कराती हूँ कि वह दोषी है।				
61. मैं उसे प्रसन्न रखने की कोशिश करती हूँ।				